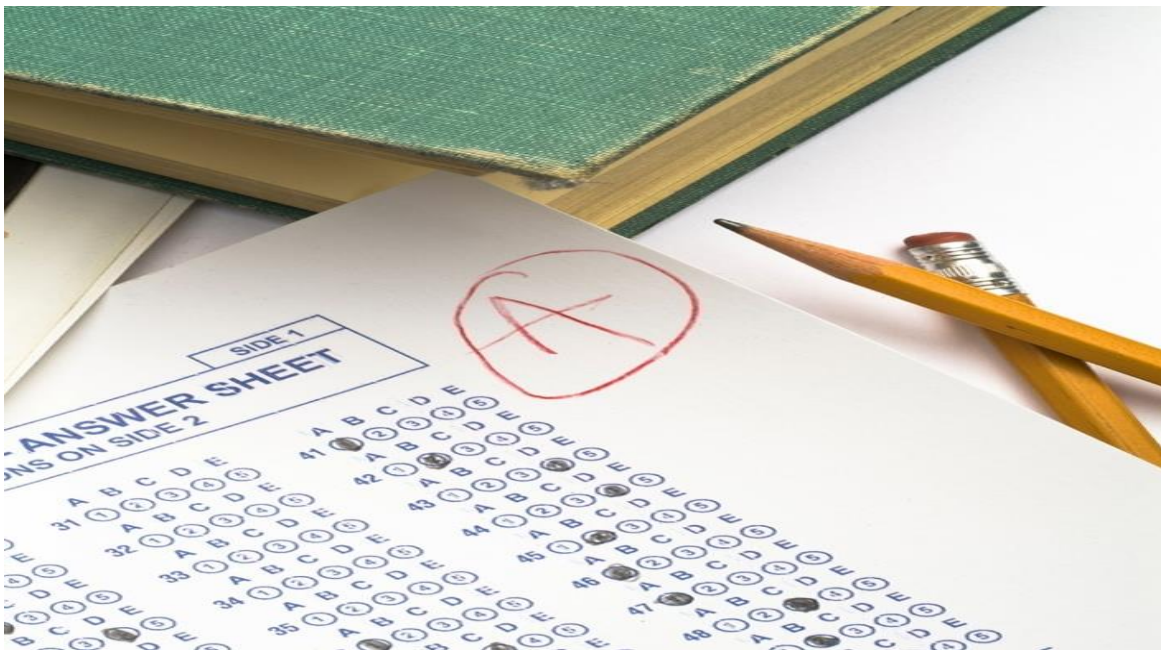


Anoka-Hennepin  
Academic Achievement Report  
2014-2015 School Year



Prepared by the  
Research,  
Evaluation and  
Testing Department

The 2014-2015 school year in Anoka-Hennepin brought a new superintendent and organizational structure changes including central office cuts and the addition of a chief academic officer. Instructionally, the district focused specifically on creating and using formative assessments across the system to compliment the common summative assessments already in place. In addition, there were more focused systemic conversations about response to intervention (RtI), the components of such and gathering information about both academic and behavioral aspects present in our schools. Implementation both ENVoY and Restitution continued and expanded through the district. Career planning software was implemented at the high school level in conjunction with legislation requiring all students, by 9<sup>th</sup> grade, to participate in creating college and career pathway plans. Also, related to college and career readiness, Anoka-Hennepin worked to strengthen collaboration with post-secondary institutes such as Anoka-Ramsey Community College and St. Cloud State University, expanding opportunities for students. The K-12 math plan was also a priority for the district, responding to an external review of K-12 programming by three independent consulting groups. Safe and inclusive school environments remained a focus in Anoka-Hennepin supported by persistent work toward cultural responsiveness and the elimination of bullying and harassment.

This report highlights the achievement of Anoka-Hennepin students as measured by district-wide assessments such as the Minnesota Comprehensive Assessment, the Measures of Academic Progress, and the PLAN and ACT tests. It is aligned to the district's scorecard strategic direction A which is *maximizing student achievement and minimizing the achievement gap*. Although this report centers on achievement data from mainly grades 2-11, additional achievement data is gathered and monitored from our early childhood through 18-21 year-old programs. Other types and sources of data are utilized in decision-making and monitoring district performance and progress, as well. Perception data, for example, is obtained from a vast array of surveys administered to numerous stakeholders such as students, parents, staffs, and community members.

The Minnesota Comprehensive Assessment – Series III (MCA-III) is the assessment used for accountability purposes at the local, state and federal levels and is administered in reading for grades 3 – 8 and 10, in math for grades 3 – 8 and 11 and in science in grades 5, 8 and after high school biology. In conjunction, some students who qualify for special education services are eligible to take an alternate assessment, the Minnesota Test of Academic Skills (MTAS). In previous years, the Minnesota Comprehensive Assessment – Modified (MCA-M) was also an option for students on individualized education plans, however, in 2015 this option was eliminated. The MCA-III assessments in reading, math and science were all administered online for the first time in Anoka-Hennepin. The MCA-III tests in math and reading for grades 3-8 were adaptive within grade level; the math at the item level and the reading at the passage level. The ACT test was required for all juniors based on state legislation and was given during the school day at the expense of the state. This was the last year that the PLAN and Explore assessments were offered by ACT. In Anoka-Hennepin, 10<sup>th</sup> grade students participated in the PLAN but students did not participate in the Explore.

The Measures of Academic Progress (MAP) is an assessment employed by the district to inform and guide instructional practice to better meet the needs of all learners. In addition, it is used for measuring student's growth, informing student placement, and predicting student performance on the state accountability measures. MAP is an adaptive test, administered online, and spans multiple grade levels of content, helping to identify a student's instructional level and areas of relative strength and weakness. MAP is given mainly in the fall for grades 2 – 8 and intermittently in high school but is also administered in the winter and spring to selected students based on principal discretion.

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**District Action Plan 2014-2015**

<p><b>Mission Statement</b></p> <p>It is the primary mission of the Anoka-Hennepin School District to effectively educate each of our students for success.</p> <p>To fulfill this mission, the School District is accountable for...</p> <ul style="list-style-type: none"> <li>• providing a caring, highly trained and effective staff who use research-based best practices</li> <li>• providing learning opportunities that meet the individual learning needs of each student</li> <li>• monitoring student achievement to maximize each student's learning</li> <li>• promoting high achievement for all students</li> <li>• acknowledging parents' roles as their children's primary educators and partnering with them to increase student success</li> <li>• improving connections with the community to foster public involvement with and understanding of our educational programs</li> <li>• providing a safe and respectful learning environment</li> <li>• using all resources efficiently and effectively</li> </ul>	<p><i>Our Core Purpose</i></p>
<p><b>Core Values</b></p> <p><b>Respect:</b> <i>to show consideration for self, others and property</i></p> <p><b>Responsibility:</b> <i>to carry out obligations in a dependable manner; to acknowledge the consequences and rewards of one's choices; to contribute to society.</i></p> <p><b>Appreciation of Diversity:</b> <i>to recognize and honor the dignity of each individual; to celebrate differences among culture, gender, ability; to work cooperatively with others and to resolve conflicts.</i></p> <p><b>Integrity:</b> <i>to display honesty, perseverance, confidence and pride, trustworthiness, and the courage of one's convictions.</i></p> <p><b>Compassion:</b> <i>to show empathy, generosity, kindness, patience and sensitivity.</i></p>	<p><i>Drivers of Our Words and Actions</i></p>
<p><b>Vision</b></p> <ul style="list-style-type: none"> <li>• Comprehensive, responsive, relevant and aligned academic, curricular and support programming and services which reflect our district and community sense of meeting our mission and core values</li> <li>• Coordinated, collaborative and comprehensive approach centered on family &amp; student needs</li> <li>• A working &amp; learning culture reflective of and driven by our core values</li> <li>• Energized and engaged learners ready for college, careers and citizenship</li> <li>• Data-informed and results-driven practices of accountability and continuous improvement</li> <li>• Alignment and partnership between our communities, families and district</li> <li>• Efficient and effective management of all resources with innovation, sustainability and transparency</li> </ul>	<p><i>What We Intend to Create and Experience</i></p>
<p><b>Strategic Directions</b></p> <p>A. Maximizing student learning and minimizing the achievement gap</p> <p>B. Implementing “best in class” leadership and management practices</p> <p>C. Expanding professionalism for administration and staff</p> <p>D. Engaging and collaborating with stakeholders for educational excellence</p>	<p><i>Our Focused Allocation of Resources</i></p>

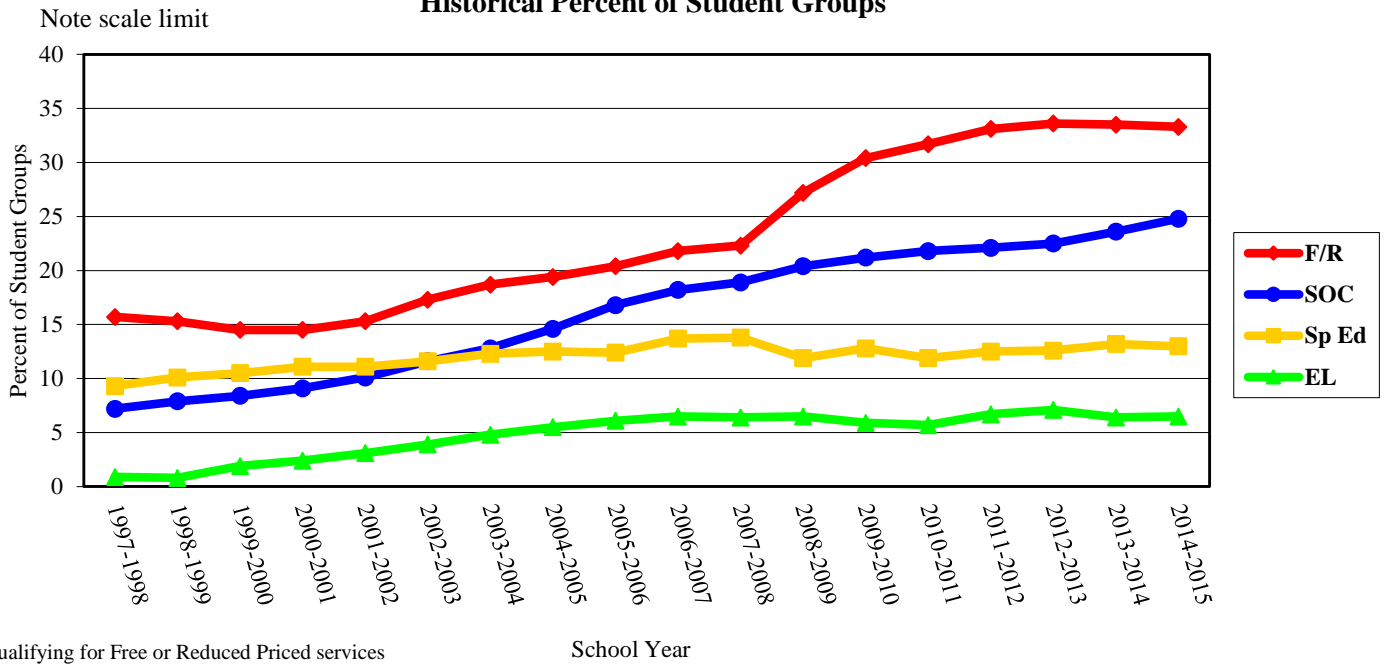
**Overall**

## Key Findings

- Anoka-Hennepin’s population of students of color continues to increase, now right at 25%.
- Anoka-Hennepin students performed above the state at all three levels (elementary, middle, and high) in all three subject areas (reading, math, and science) on the 2015 MCA All Accountability assessments with the exception of high school math where district students performed below the state.
- Overall Reading: As a district, Anoka-Hennepin performed above the state on the 2015 MCA All Accountability Reading. In addition, each student group out-performed its state counterpart with the exception of White students who performed about the same as the state.
  - Overall, a lower percent of students met their growth targets on the MAP Reading from fall 2014 to fall 2015 than the previous year.
- Overall Math: On the 2015 MCA All Accountability Math assessment, Anoka-Hennepin performed above the state. High school was the only level that performed lower than the state. In addition, each student group out-performed its state counterpart.
  - Overall, a greater percent of students met their growth targets on the MAP Math from fall 2013 to fall 2014 than the previous year.
- Overall Science: As a district, Anoka-Hennepin performed above the state by approximately 10% on the 2015 MCA All Accountability Science. In addition, each student group out-performed its state counterpart on the MCA Science.
- Overall Achievement Gap: An achievement gap between student groups remains, however, the gap between White students and students of color is narrowing for reading, math and science, overtime, however increased slightly for math this past year.
  - At all grade levels, the White student group consistently outperformed all other student groups on the 2015 MCA All Accountability Reading, Math, and Science assessments.
  - Reading: The largest gap with MCA All Accountability Reading proficiency was between English learner (EL) and non-EL students. The greatest gap when considering only ethnic and free/reduced (F/R) student groups on the MCA Reading was between students qualifying for free or reduced priced services (48%) and those not (71%).
  - Math: The largest gap on the MCA All Accountability Math was between students receiving special education services and those not, 35%, up 2% from 2014. The greatest gap when considering only ethnic and free/reduced student groups on the MCA Math was between Black students (44%) and White students (71%).
  - Science: Overall, on the MCA All Accountability Science, as well as at each level, the largest gap is between those students receiving English language acquisition services and those not, 51%, up 5% from 2014. The greatest gap when considering only ethnic and free/reduced student groups on the MCA Science was between Black students (42%) and White students (68%).

**Overall Demographic Trends**

**Historical Percent of Student Groups**



F/R: Qualifying for Free or Reduced Priced services  
 SOC: Students of Color  
 Sp Ed: Qualifying for Special Education services  
 EL: English Learners

Figure 1: Historical Percent of Anoka-Hennepin Student Groups

The percent of students who qualify for free or reduced prices, as well as English Learners, stayed relatively the same this past year. However, the percent of students of color continued to increase from 24% in 2014 to 25% in 2015. There was also a slight decrease in the percent of students who received Special Education services.

**A-H District Demographic Data**

2014-2015 School Year					
Ethnicity	K-12 Enrollment	% of Total District Enrollment	% Free or Reduced Prices	% English Learners	% Special Education
American Indian	568	1.5%	59.0%	0.7%	21.7%
Asian/Pacific Islander	2,728	7.3%	49.9%	29.7%	9.4%
Hispanic	1,683	4.5%	65.2%	31.3%	14.1%
Black	4,301	11.5%	72.1%	14.4%	16.5%
White	28,041	75.1%	23.3%	1.6%	12.5%
<b>ALL</b>	<b>37,321</b>	<b>100.0%</b>	<b>33.3%</b>	<b>6.5%</b>	<b>13.0%</b>

Source data: Viewpoint: Active Student filter, March, 2015

Table 1: A-H District Demographic Data

**MCA-III Reading Proficiency**

**Overall 2015 MCA All Accountability Reading Proficiency by Level**

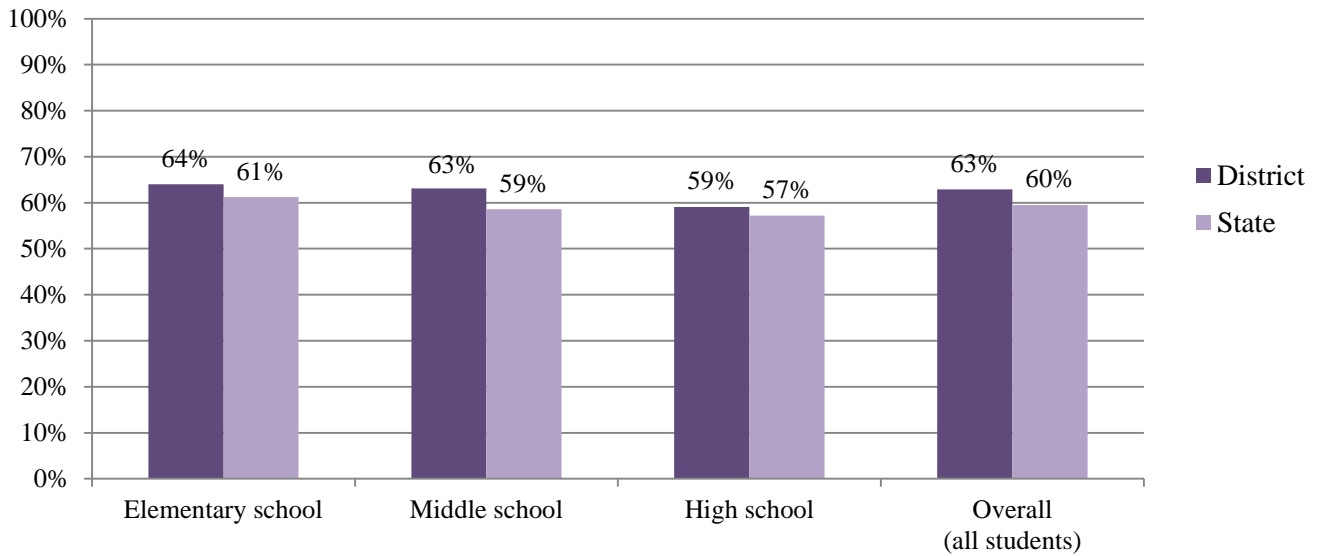


Figure 2: Overall 2015 MCA Reading Proficiency by Level: District to State Comparison

In comparison to the state, the percent of Anoka-Hennepin students who were proficient on the MCA All Accountability Reading was above the state at every level, elementary, middle and high school. As a district, the percent of Anoka-Hennepin students who were proficient on the MCA Reading was higher than the state by approximately 3 percent.

**Overall MCA All Accountability Reading Proficiency by Level: 4-Year Trend**

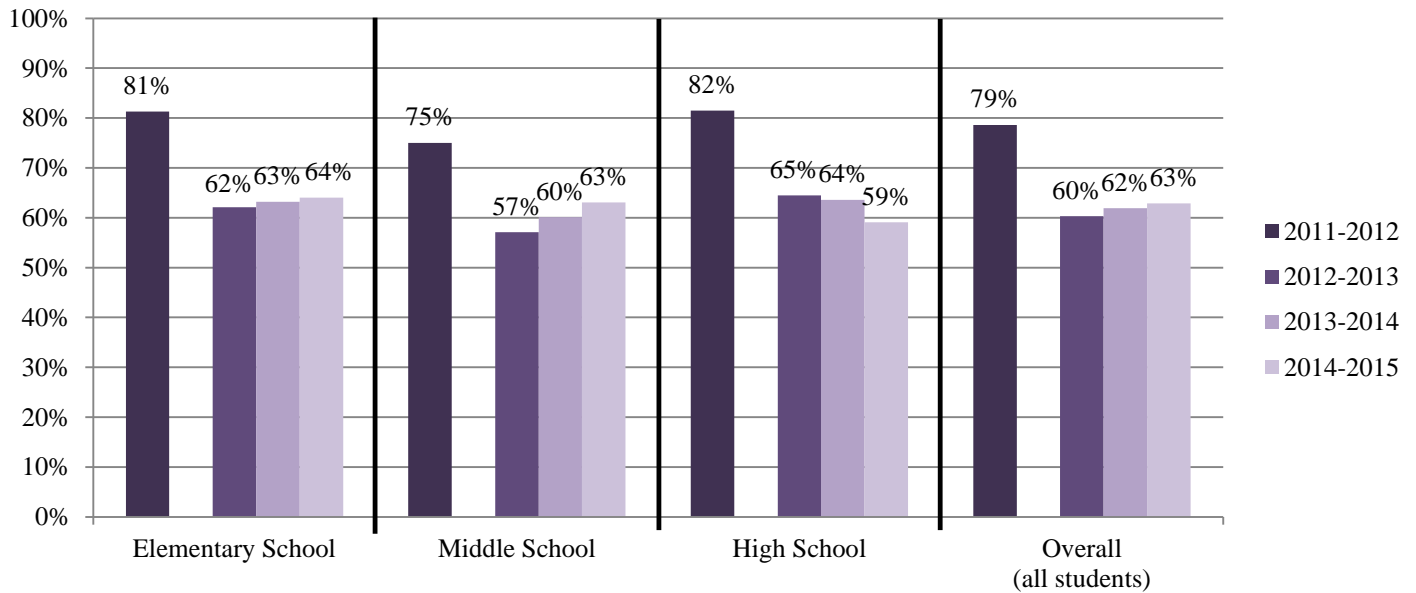


Figure 3: Percent of Students Proficient on MCA Reading over the Past 4 Years

Since the new assessment in 2013, scores on the MCA Reading assessment are steadily increasing at the elementary and middle school levels as well as overall, whereas scores are on a downward trend at the high school level.



**Maximum Gap in MCA-III Reading Proficiency between Student Groups in Meeting Proficiency**

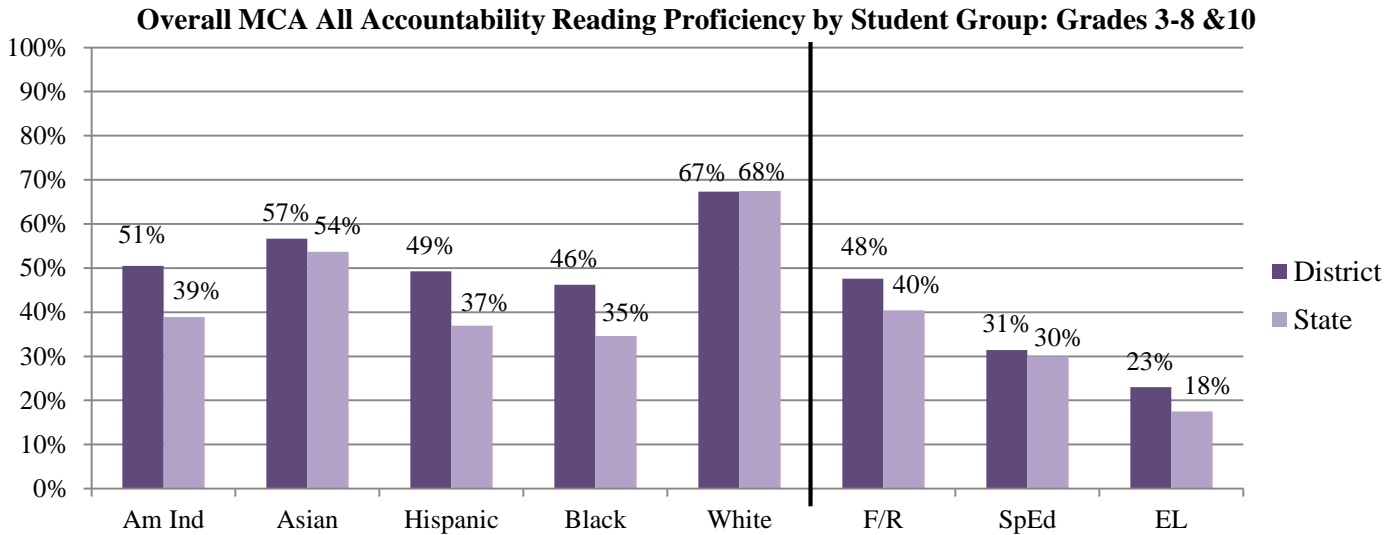


Figure 4: Overall 2015 MCA Reading Proficiency Rate by Student Group: District to State Comparison

For the 2015 MCA All Accountability Reading assessment, each student group in Anoka-Hennepin outperformed its state counterpart, with the exception of White students who performed slightly below the state. The largest gap in MCA Reading proficiency in the district was between EL and non-EL students, with 42% more non-EL students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between F/R students (48%) and non-F/R students (71%, not depicted above).

**MCA-III Reading Growth**

**Overall MCA All Accountability Reading Growth by Level**

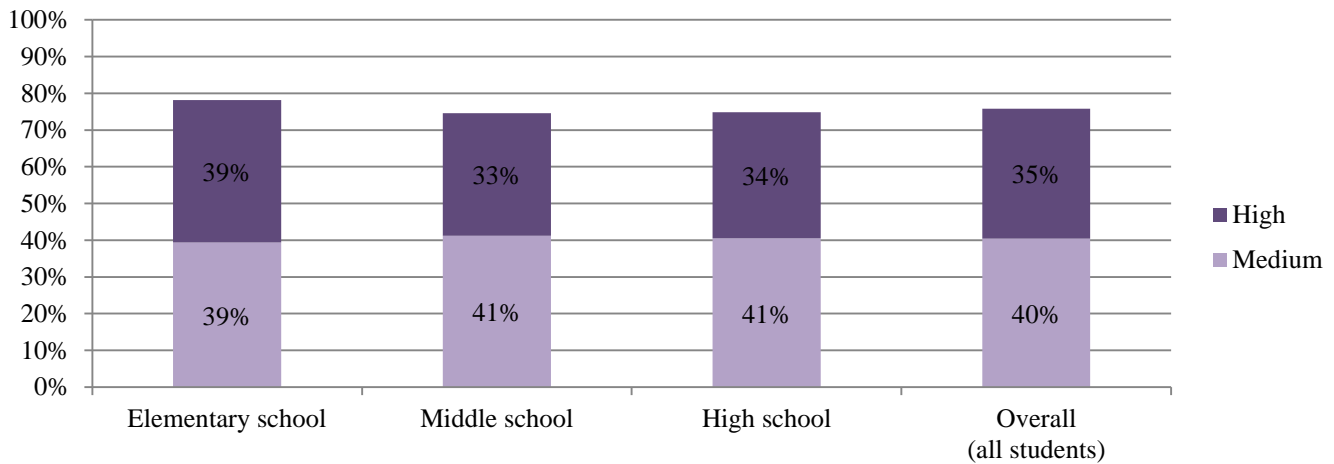


Figure 5: Overall Percent of Students at Medium or High Growth on the MCA Reading Spring 2014 to Spring 2015

Overall, 75% of Anoka-Hennepin students met either medium or high growth from spring 2014 to spring 2015 on the MCA Reading. The rate of elementary school students making medium or high growth was the highest level, at 78%, whereas middle school and high school students had 74% and 75% meeting this growth, respectively.

**NWEA MAP Reading Growth, Fall to Fall**

**MAP Reading: Percent of Students Meeting Growth Targets**

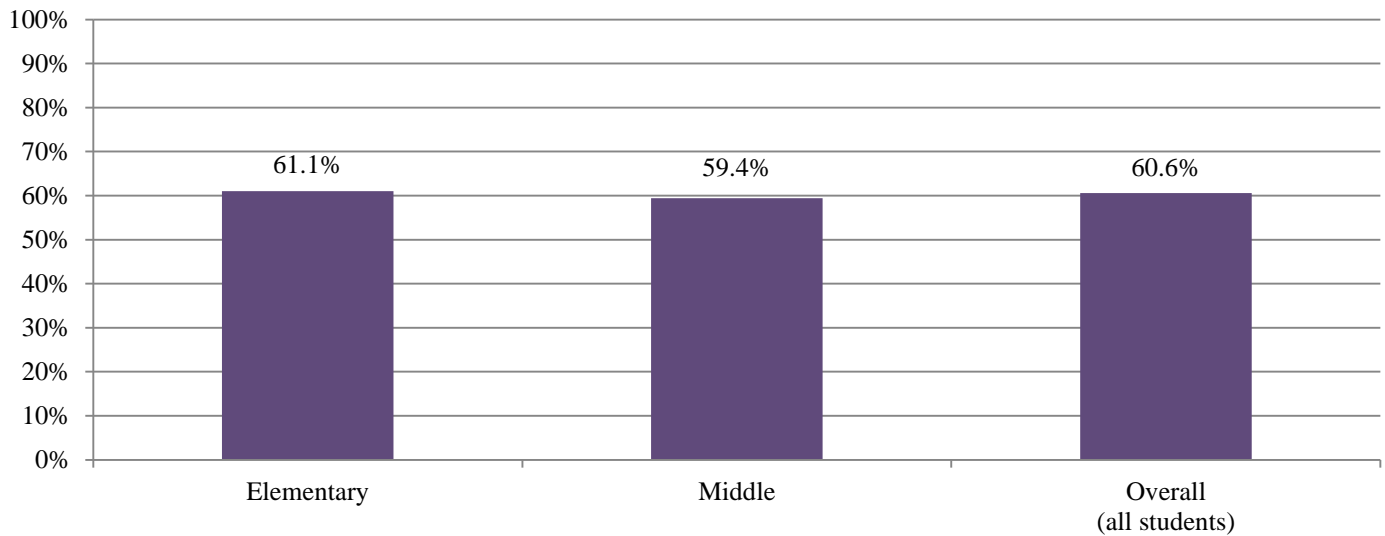


Figure 6: Percent of Students Meeting MAP Reading Growth Targets (Fall 2014 to Fall 2015)

Overall, 60.6% of Anoka-Hennepin students met their reading growth targets from 2014 to 2015. Elementary school students were slightly higher, at 61.1%, whereas middle school students were at 59.4% of students meeting targets. Of the high school students that took the MAP Reading assessment in intervention courses, 65.9% of them met their growth targets.

**Maximum Gap in Meeting NWEA MAP Reading Growth between Student Groups**

**Percent of Students Meeting MAP Reading Growth Fall-to-Fall by Student Group**

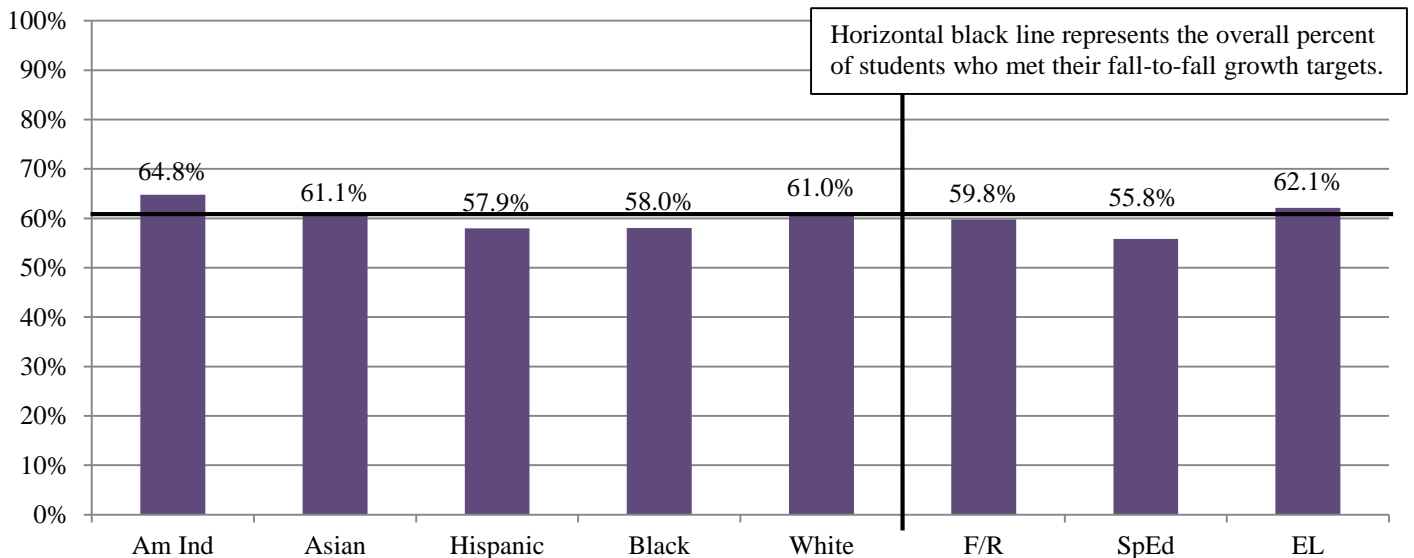


Figure 7: Percent of All MAP Reading Test Takers Meeting Fall-to-Fall Growth Targets by Student Group

The largest gap in meeting MAP Reading growth was between Hispanic students (57.9% met targets) and American Indian students (64.8% met targets). The student group meeting growth at the lowest rate were students receiving special education services, at 55.8%.

**MCA-III Math Proficiency**

**Overall 2015 MCA All Accountability Math Proficiency by Level**

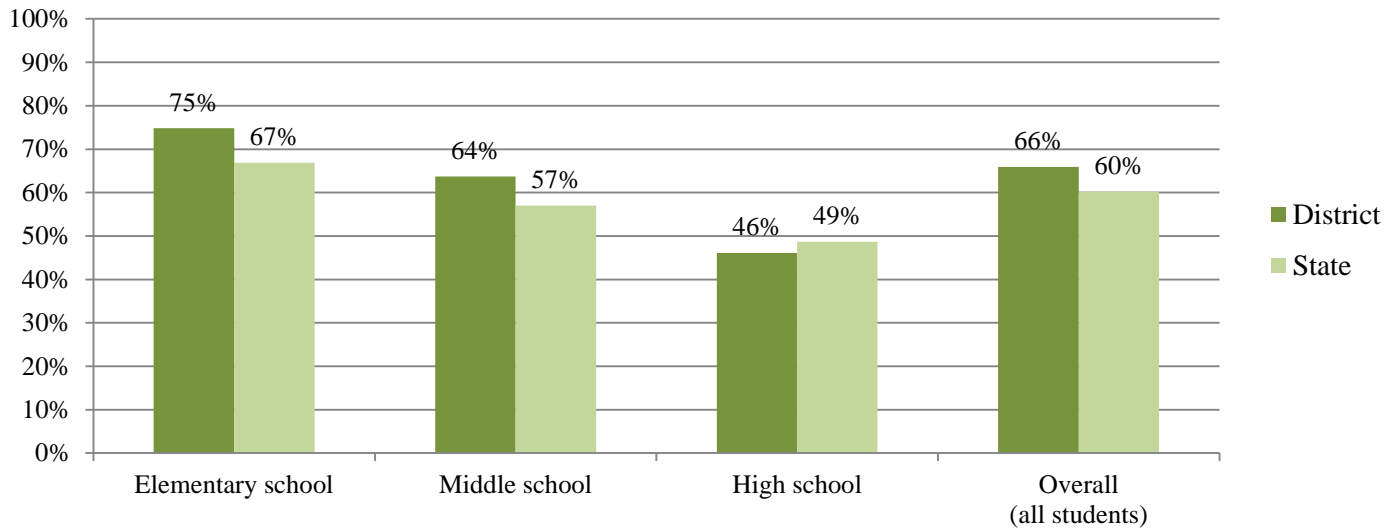


Figure 8: Overall 2015 MCA Math Proficiency by Level: District to State Comparison

Overall, the percent of Anoka-Hennepin students who were proficient on the 2015 MCA All Accountability Math was higher than the state by approximately 6%. This was also true of the elementary (by 8%) and middle school (by 7%) levels, however, the state outperformed the district at the high school level (by 3%).

**Overall MCA All Accountability Math Proficiency by Level: 4-Year Trend**

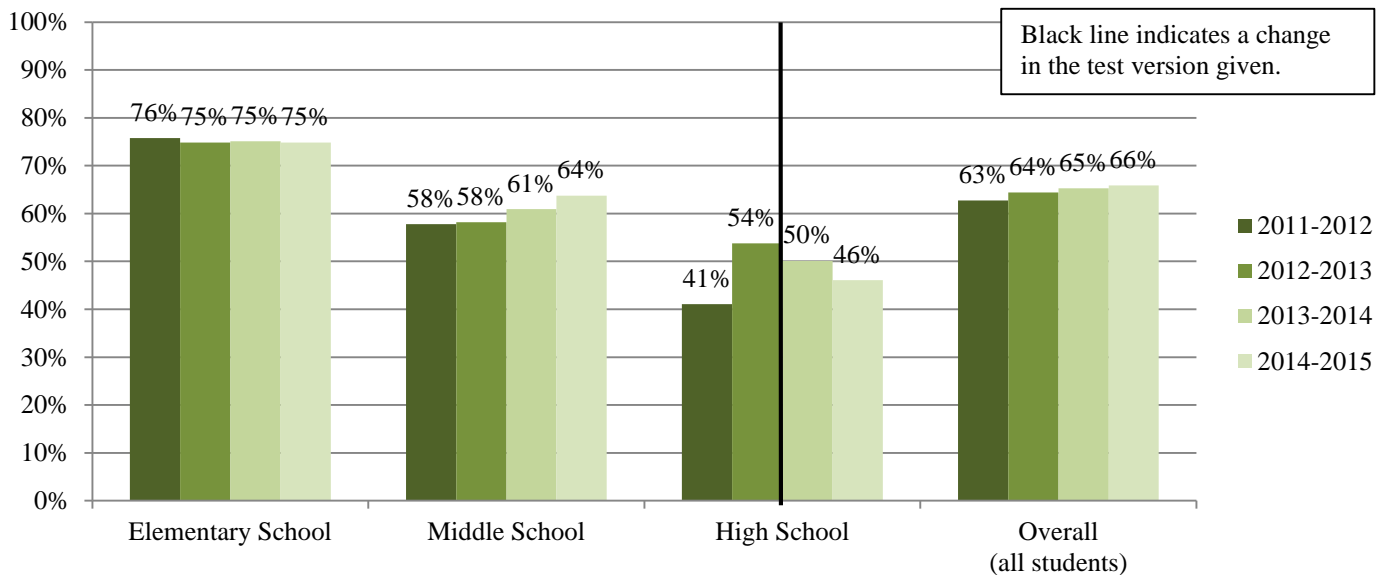


Figure 9: Percent of Students Proficient on MCA Math over the Past 4 Years

Over the past three years, the overall percent of Anoka-Hennepin students proficient on the MCA Math has steadily increased. At the elementary level, the proficiency rates have remained relatively constant, whereas the middle school students have increased the proficiency rate every year. Anoka-Hennepin high school students experienced a 4% decrease in proficiency from 2014 to 2015 (prior years cannot be compared given the switch to a new test version which is based on a more rigorous set of standards).

**Maximum Gap in MCA-III Math Proficiency between Student Groups in Meeting Proficiency**

**Overall MCA All Accountability Math Proficiency by Student Group: Grades 3-8 and 11**

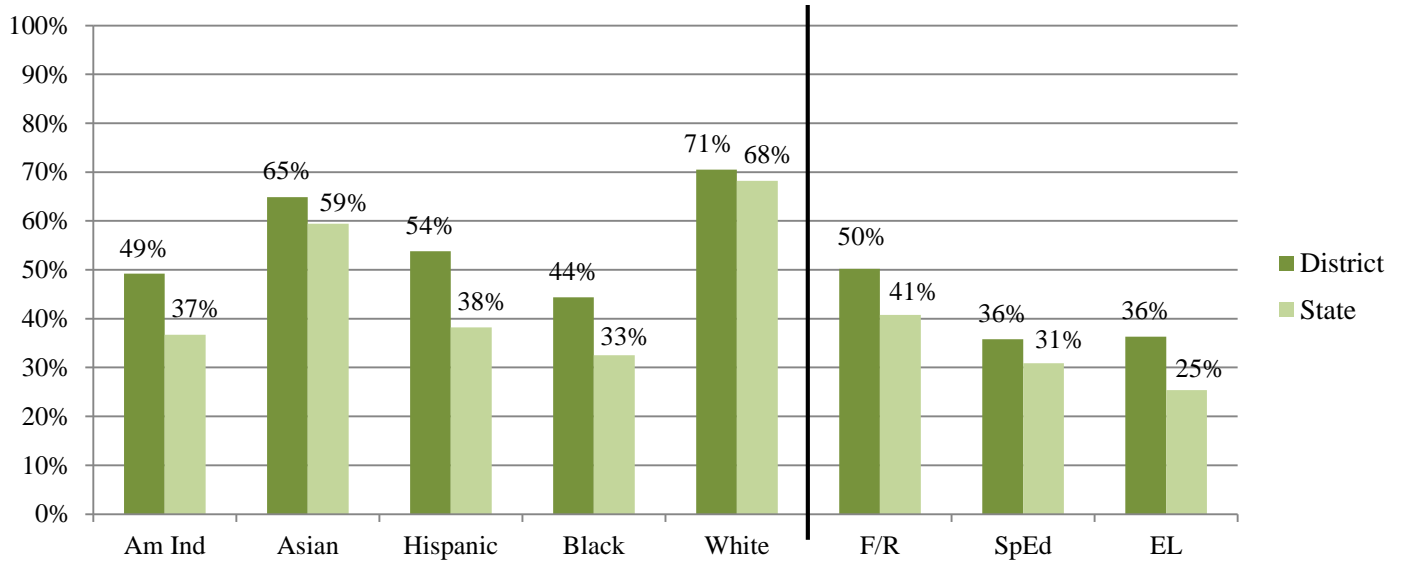


Figure 10: Overall 2015 MCA Math Proficiency Rate by Student Group: District to State Comparison

For the 2015 MCA All Accountability Math assessment, each student group in Anoka-Hennepin outperformed its state counterpart. The largest gap in MCA Math proficiency in the district was between students receiving SpEd services and non-SpEd students, with 35% more non-SpEd students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Black students (44%) and White students (71%).

**MCA-III Math Growth**

**Overall MCA All Accountability Math Growth by Level**

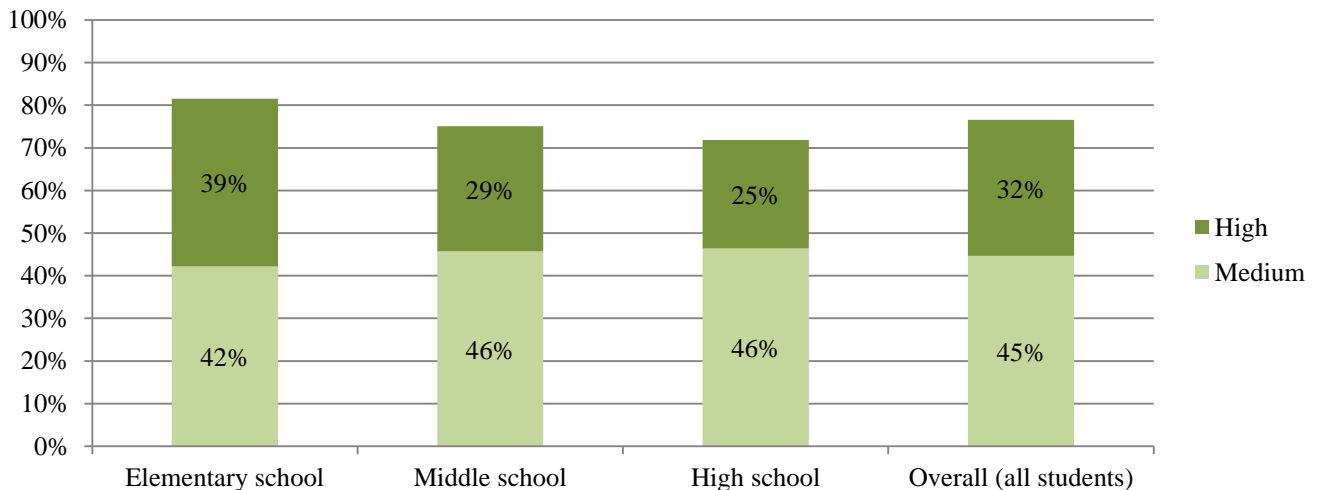


Figure 11: Overall Percent of Students at Medium or High Growth on the MCA Math Spring 2014 to Spring 2015

Overall, 77% of Anoka-Hennepin students met either medium or high growth from spring 2014 to spring 2015 on the MCA Math. Elementary school students had the greatest percent of students making medium or high growth, at 81%, whereas middle and high school students had 75% and 71% meeting this growth, respectively.

## NWEA MAP Math Growth, Fall to Fall

**MAP Math: Percent of Students Meeting Growth Targets**

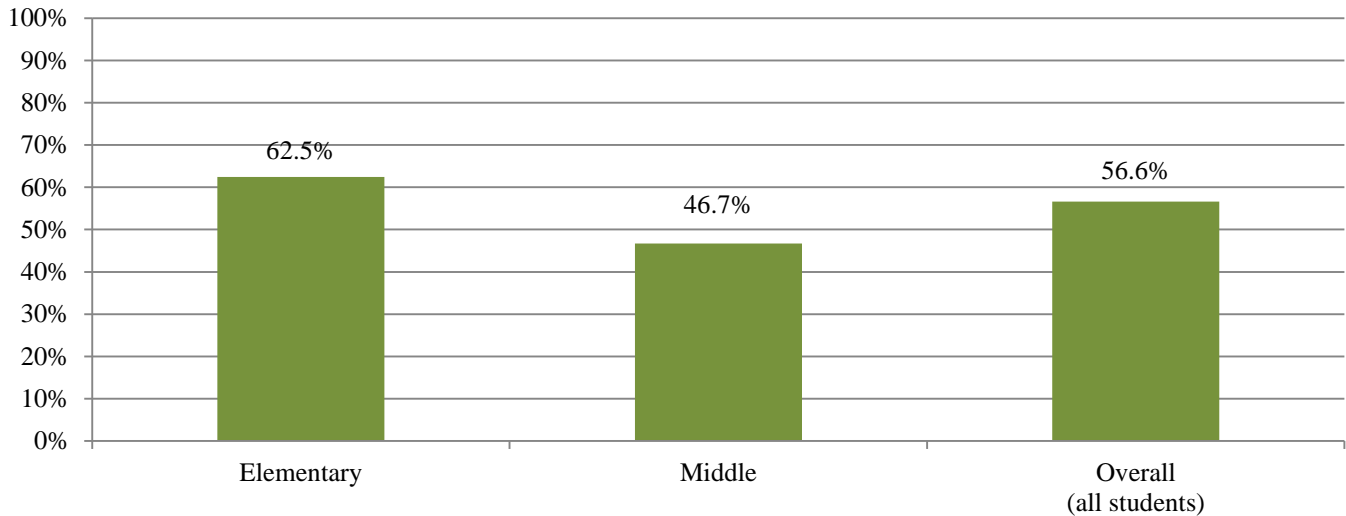


Figure 12: Percent of Students Meeting MAP Math Growth Targets (Fall 2014 to Fall 2015)

Overall, 56.6% of Anoka-Hennepin students met their math growth targets from 2014 to 2015. Elementary school students were higher, at 62.5%, whereas middle school students were at only 46.7% of students meeting targets. Of the high school students that took the MAP Math in intervention courses, 48.1% of them met their growth targets.

## Maximum Gap in Meeting NWEA MAP Math Growth between Student Groups

**Percent of Students Meeting MAP Math Growth Fall to Fall by Student Group**

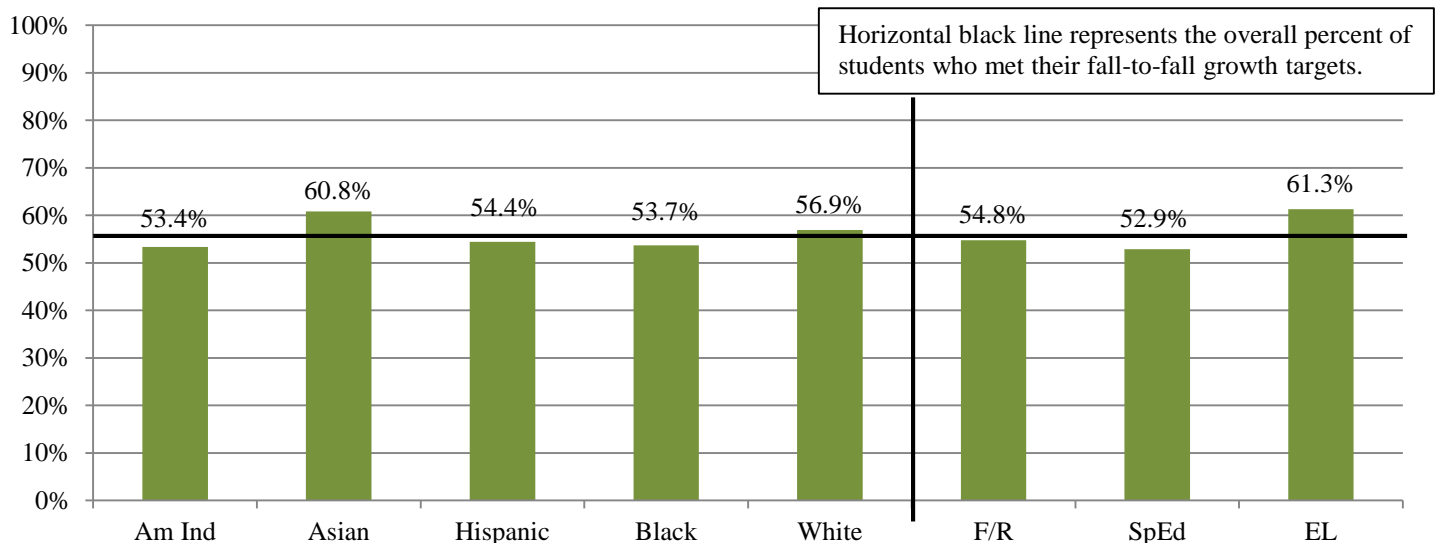


Figure 13: Percent of All MAP Math Test Takers Meeting Fall-to-Fall Growth Targets by Student Group

The largest gap between counterpart groups in meeting MAP Math growth was between American Indian students (53.4% met targets) and Asian students (60.8% met targets). The student group meeting growth at the highest rate were students receiving language acquisition services, at 61.3%.

### MCA-III Science Proficiency

**Overall 2015 MCA All Accountability Science Proficiency by Level in District**

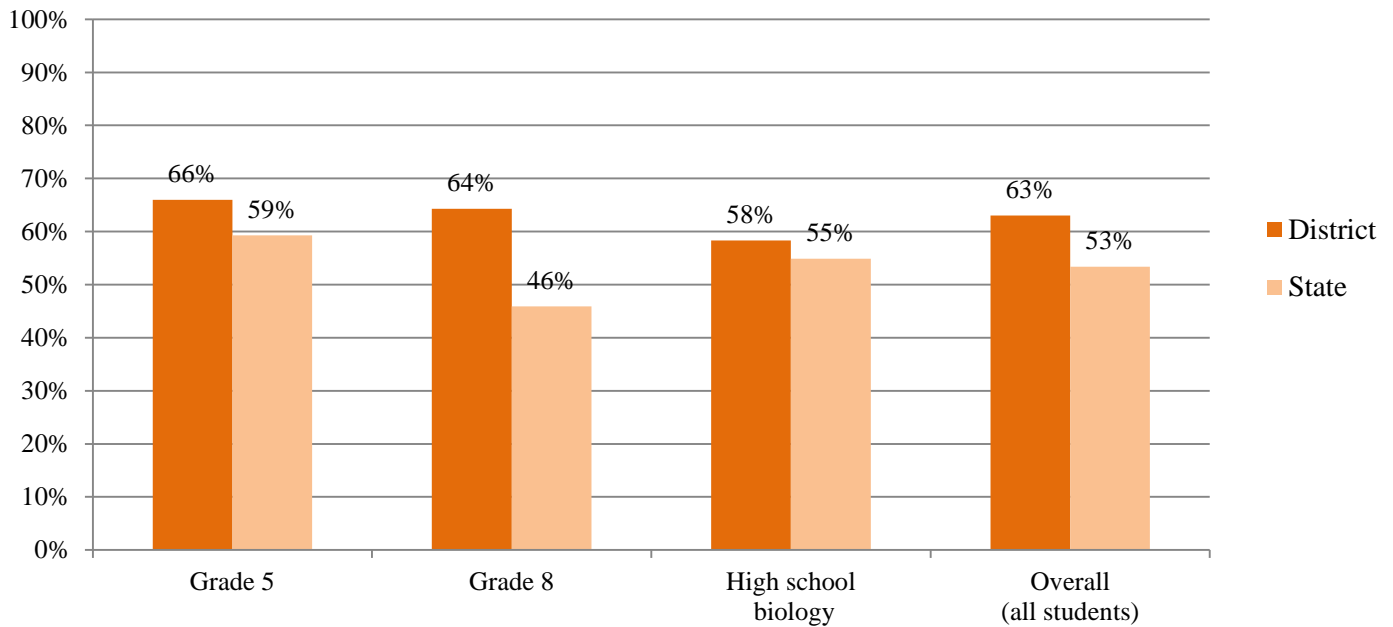


Figure 14: Overall 2015 MCA Science Proficiency by Level: District to State Comparison

Overall, the percent of Anoka-Hennepin students who were proficient on the 2015 MCA All Accountability Science was higher than the state at all levels. In Anoka-Hennepin, middle school continues to increase its margin above the state (over 18% in 2015).

**Overall MCA All Accountability Science Proficiency by Level: 4-Year Trend**

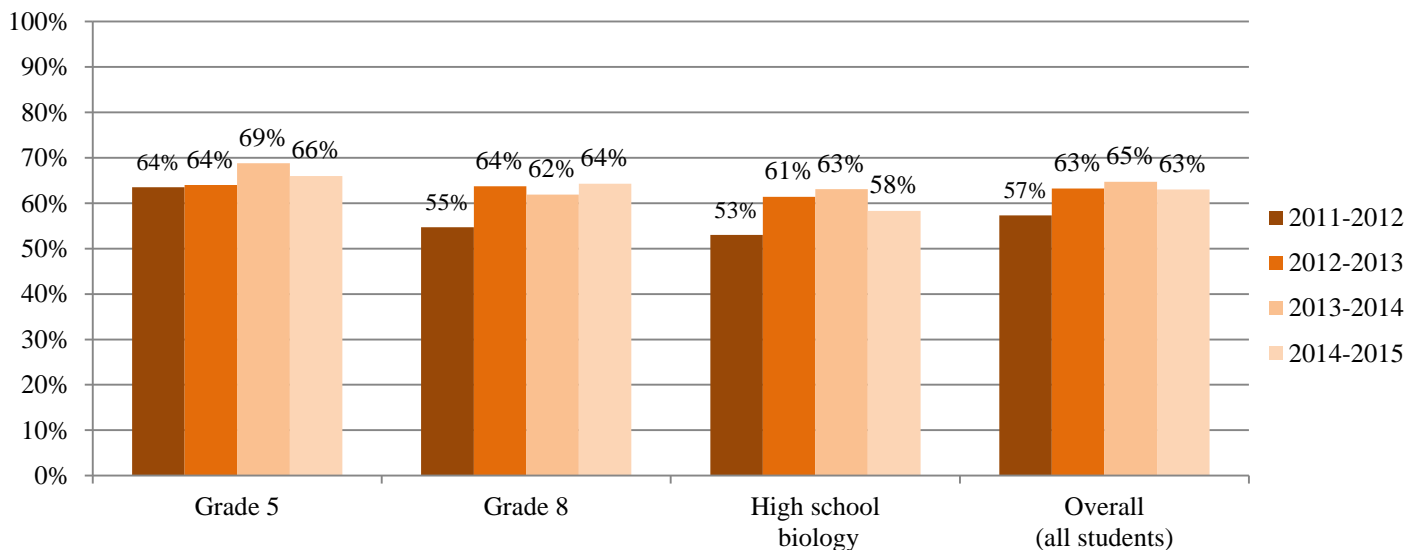


Figure 15: Percent of Students Proficient on MCA Science over the Past 4 Years

Overall in Anoka-Hennepin in 2015, the proficiency rate of students decreased 2% with the greatest decrease occurring at the high school level (5%). The elementary level decreased 3% in 2015, whereas middle school students increased from 62% in 2014 to 64% in 2015.

**Maximum Gap in MCA-III Science Proficiency between Student Groups in Meeting Proficiency**

**Overall MCA All Accountability Science Proficiency by Student Group:  
Grades 5, 8, and HS Biology**

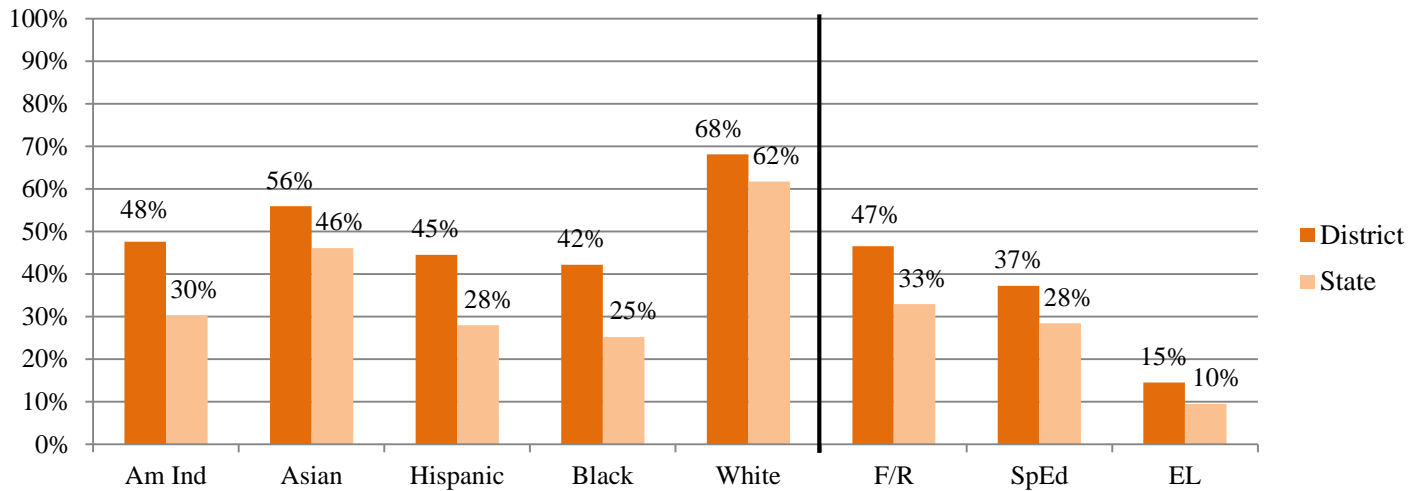


Figure 16: Overall 2015 MCA Science Proficiency Rate by Student Group: District to State Comparison

Each student group in Anoka-Hennepin outperformed its state counterpart on the 2015 MCA All Accountability Science assessment. The largest gap in MCA Science proficiency in the district was between EL and non-EL students, with 51% more non-EL students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Black students (42%) and White students (68%).

**Elementary School**



### Elementary School in More Detail

- Elementary Overall: Anoka-Hennepin elementary students performed above the state in all three subject areas (reading, math and science) on the MCA All Accountability assessments.
- Elementary Reading: The percent of Anoka-Hennepin students meeting proficiency on the 2015 MCA All Accountability Reading was higher than the state proficiency rate for grades 4 and 5. This has been true for the last eight years. Grade 3 students fell below the state this year after seven years of performing above the state.
  - On the MAP Reading, Anoka-Hennepin elementary students have more than half of the students, 61%, meeting growth targets from fall 2014 to fall 2015, up from 60% last year.
- Elementary Math: The percent of Anoka-Hennepin students meeting proficiency on the 2015 MCA All Accountability Math was higher than the state proficiency rate for grades 3, 4, and 5. This has been true for the last eight years.
  - On the MAP Math, Anoka-Hennepin elementary students have more than half of the students, 57%, meeting growth targets from fall 2014 to fall 2015, up from 55% last year.
- Elementary Science: The proficiency rate of Anoka-Hennepin grade 5 students on the MCA All Accountability Science assessment decreased slightly from 2014 to 2015, however, they still performed above the state by a margin of 7%. Grade 5 district students have consistently performed above the state.
- Elementary Achievement Gap: On the MCA All Accountability assessments, the achievement gap between White students and students of color is trending downward for reading, holding steady for math, and fluctuating for science with an increase this year.
  - The White/Hispanic achievement gap is the most prominent gap between ethnicities for both the MCA Reading and MCA Science, while the White/Black achievement gap remains the most prominent for the MCA Math.
  - Reading: The largest gap between student groups meeting MAP Reading growth targets from fall 2014 to fall 2015 was between ethnic groups (58% of Black students and 66% of American Indian students).
  - Math: The largest gap between student groups meeting MAP Math growth targets was between ethnic groups (59% of Black students and 66% of Asian students).

**MCA-III Reading Proficiency**

**Elementary 2015 MCA All Accountability Reading Proficiency by Grade**

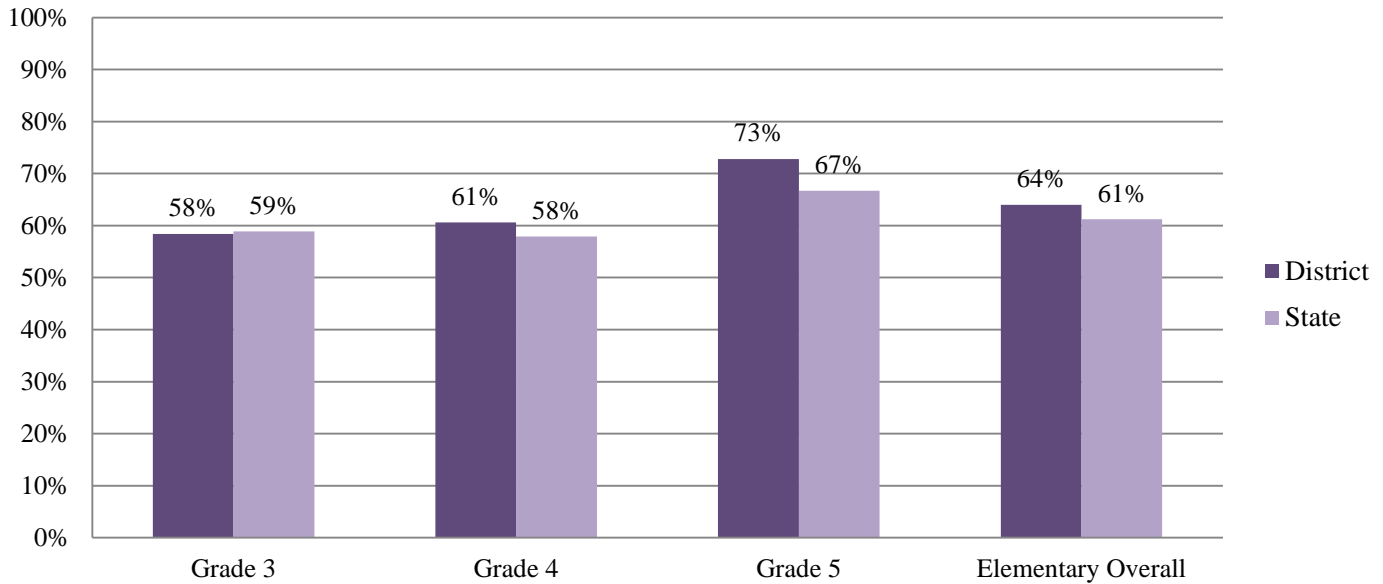


Figure 17: Elementary 2015 MCA Reading Proficiency by Grade: District to State Comparison

In comparison to the state, the percent of Anoka-Hennepin students at the elementary level who were proficient on the MCA All Accountability Reading was above the state for grades 4 and 5, but slightly below the state for grade 3. The percent of elementary school students overall that were proficient on the MCA Reading was higher than the state by 3%.

**Elementary Students Meeting MCA All Accountability Reading Proficiency by Grade: 4-Year Trend**

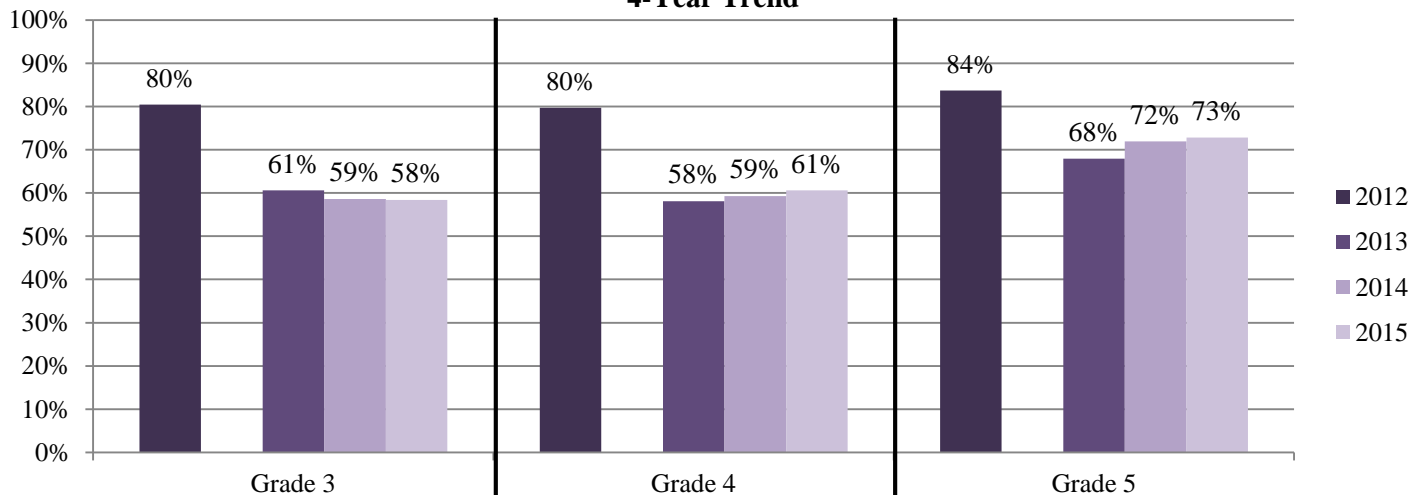


Figure 18: Percent of Elementary Students Proficient on MCA Reading by Grade: 4-Year Comparison

Scores from the 2012 MCA Reading assessment are not directly comparable to later years due to a change in the assessment from the MCA-II to the MCA-III in 2013. Students in grades 4 and 5 have continuously increased their proficiency rates since the change in test. Grade 3 students have declined slightly each year since the new assessment.

### Maximum Gap in MCA-III Reading Proficiency between Student Groups in Meeting Proficiency

**Elementary MCA All Accountability Reading Proficiency by Student Group**

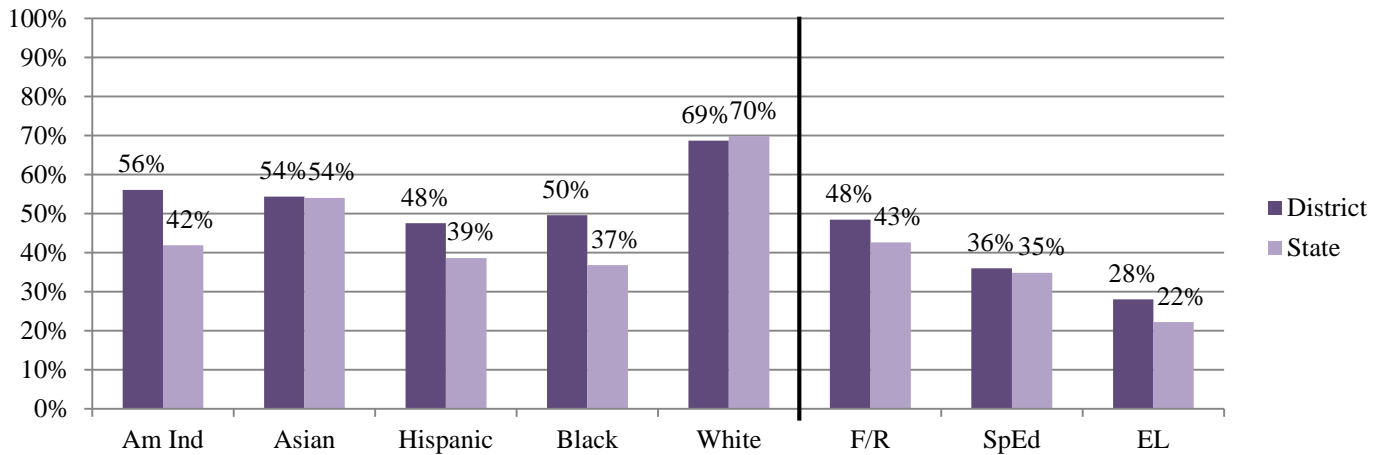


Figure 19: Elementary 2015 MCA Reading Proficiency Rate by Student Group: District to State Comparison

On the 2015 MCA All Accountability Reading assessment, each student group in Anoka-Hennepin outperformed its state counterpart, except White students who performed slightly below the state. The largest gap in MCA Reading proficiency at the elementary level was between EL and non-EL students, with 39% more non-EL students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between F/R students (48%) and non-F/R students (73%, not depicted above).

### MCA-III Reading Growth

**Elementary MCA All Accountability Reading Growth by Grade**

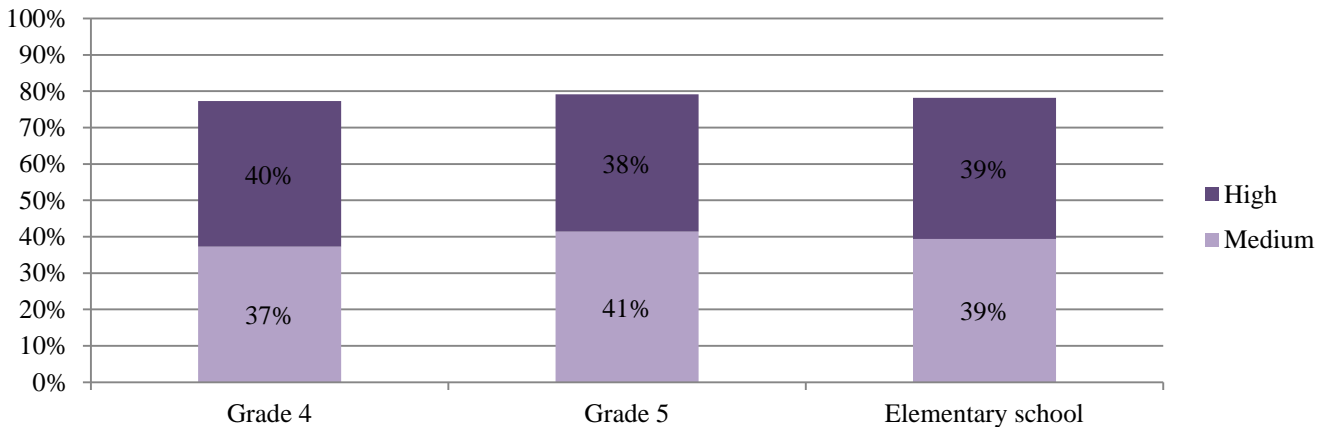


Figure 20: Percent of Elementary School Students at Medium or High Growth on the MCA Reading Spring 2014 to Spring 2015

Overall, 78% of Anoka-Hennepin elementary school students met either medium or high growth from spring 2014 to spring 2015 on the MCA Reading. Grades 4 and 5 had 77% and 79% of students meeting this level of growth, respectively. Grade 3 students do not have growth calculated because two consecutive tests are needed. (MCAs are not offered in grade 2.)

**NWEA MAP Reading Growth, Fall to Fall**

**MAP Reading: Percent of Elementary Students Meeting Growth Targets by Grade**

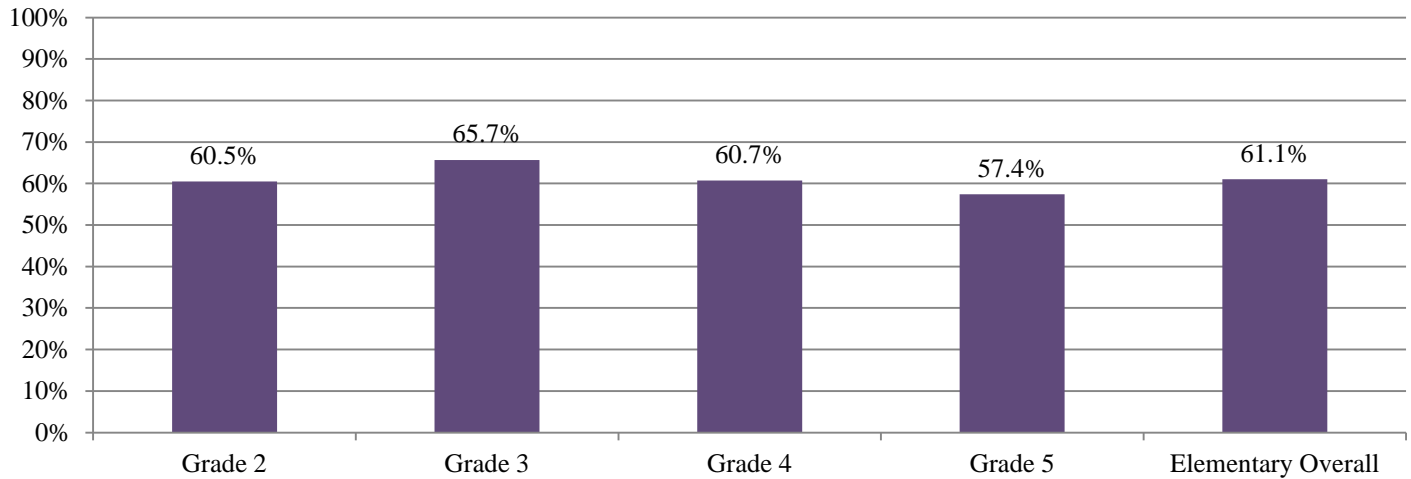


Figure 21: Percent of Elementary School Students Meeting MAP Reading Growth Targets Fall 2014 to Fall 2015

Overall, 61.1% of Anoka-Hennepin elementary school students met their fall-to-fall growth targets from 2014 to 2015 on the MAP Reading. Grade 5 was well below the overall elementary percentage meeting growth, whereas grade 3 was well above the percentage of overall elementary school students meeting growth.

**Maximum Gap in Meeting NWEA MAP Reading Growth between Student Groups**

**Percent of Elementary School Students Meeting MAP Reading Growth Fall to Fall by Student Group**

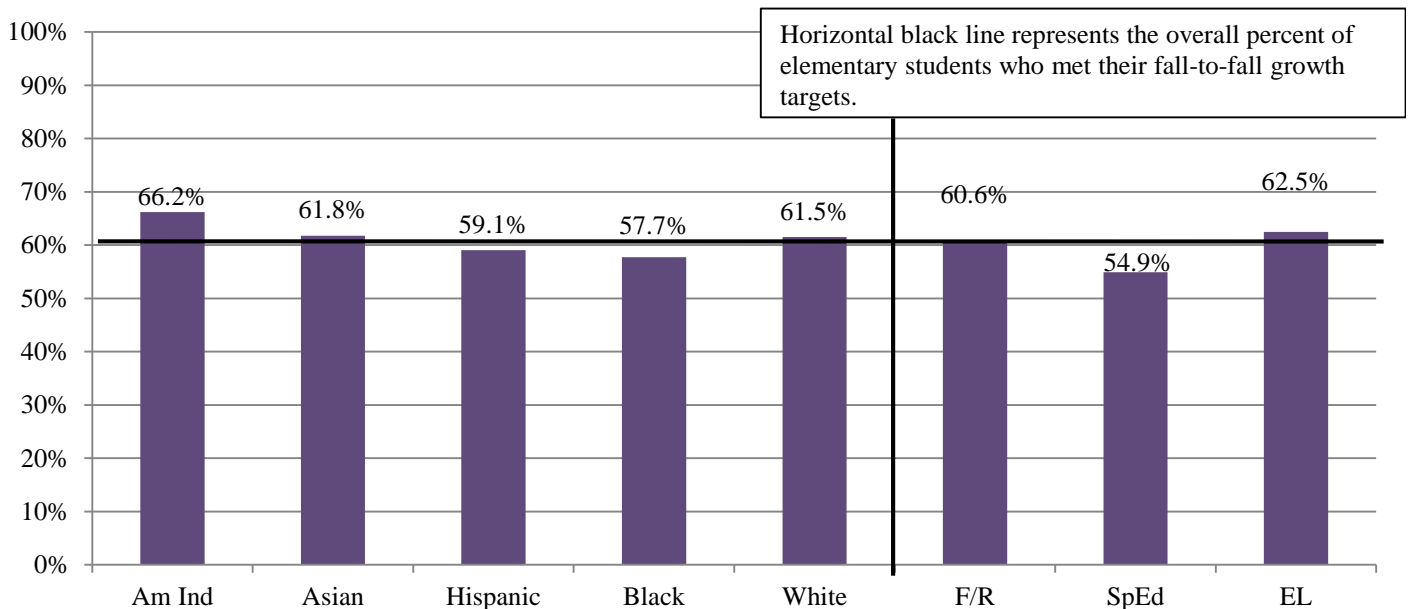


Figure 22: Percent of Elementary MAP Reading Test Takers Meeting Fall-to-Fall Growth Targets by Student Group

The percent of elementary school students who met their fall-to-fall reading growth targets was 61.1%. The largest gap between counterpart groups in meeting MAP Reading growth was between Black students (57.7% met targets) and American Indian students (66.2% met targets).

**MCA-III Math Proficiency**

**Elementary 2015 MCA All Accountability Math Proficiency by Grade**

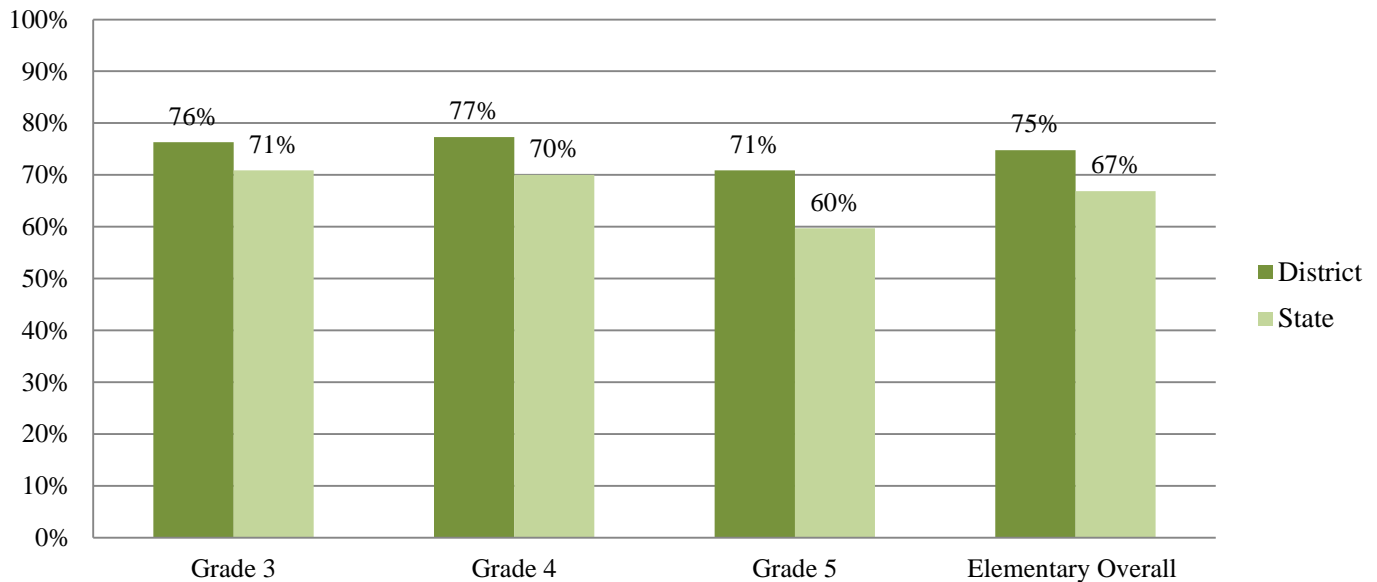


Figure 23: Elementary 2015 MCA Math Proficiency by Grade: District to State Comparison

The percent of Anoka-Hennepin students at the elementary level who were proficient on the MCA All Accountability Math was above the state for grades 3, 4 and 5. The percent of Anoka-Hennepin elementary school students overall that were proficient on the MCA Math was higher than the state by 8%.

**Elementary Students Meeting MCA All Accountability Math Proficiency by Grade: 4-Year Trend**

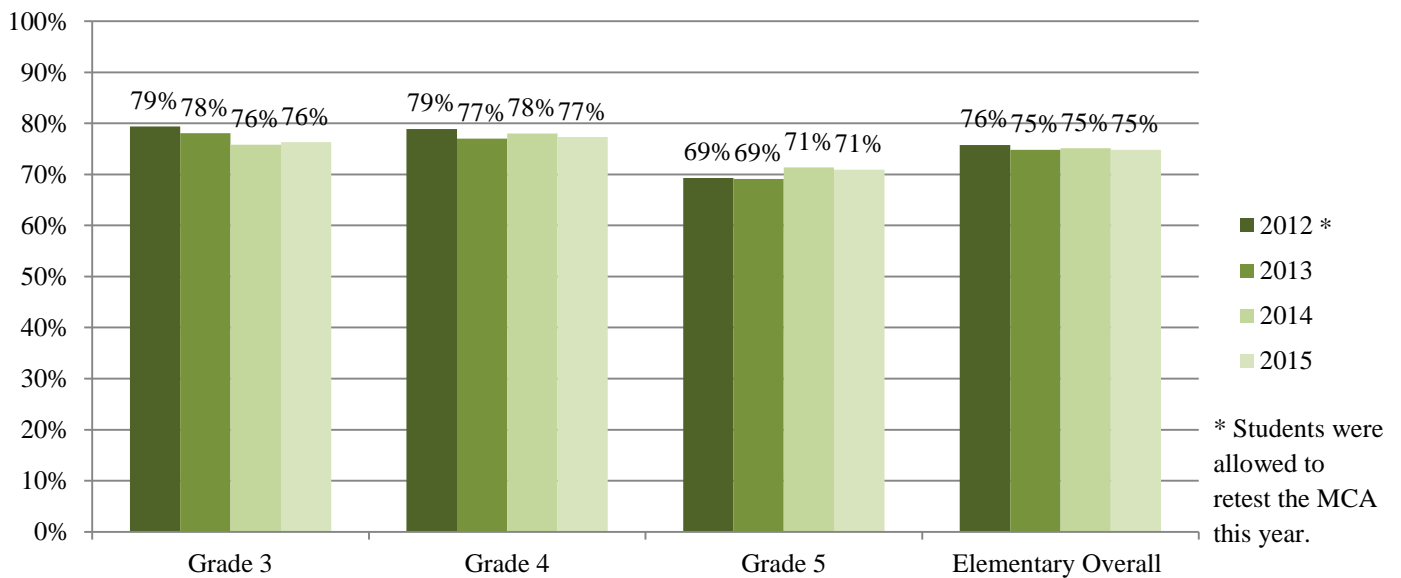


Figure 24: Percent of Elementary Students Proficient on MCA Math by Grade: 4-Year Comparison

In 2015, Anoka-Hennepin proficiency rates of grade 3, 4 and 5 students remained relatively consistent on the MCA Math assessment.

**Maximum Gap in MCA-III Math Proficiency between Student Groups in Meeting Proficiency**

**Elementary MCA All Accountability Math Proficiency by Student Group**

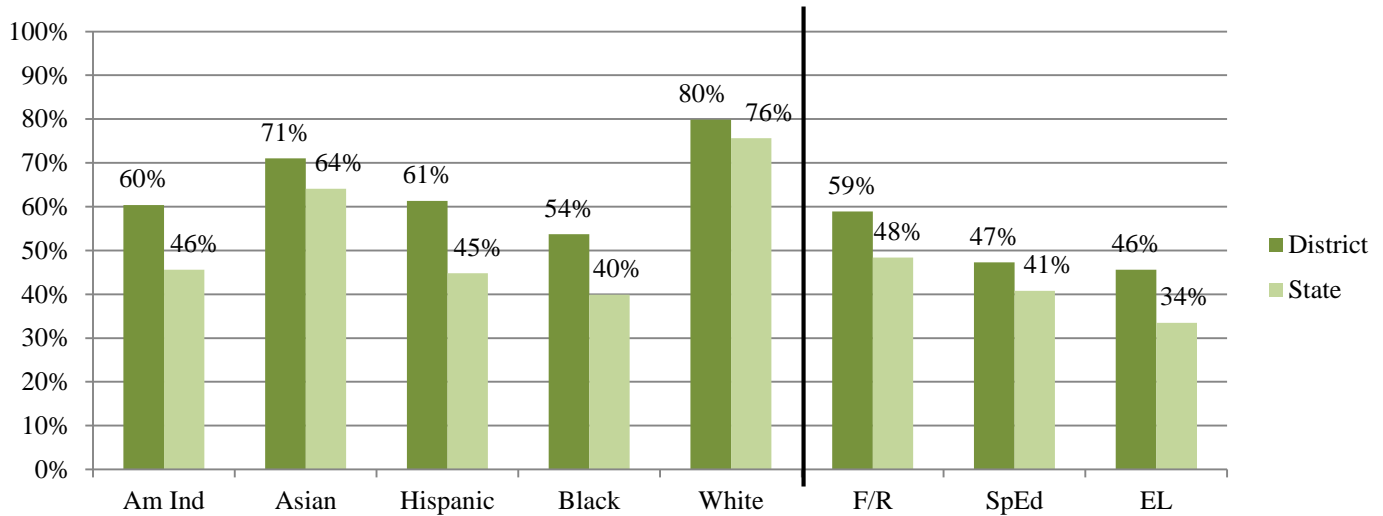


Figure 25: Elementary 2015 MCA Math Proficiency Rate by Student Group: District to State Comparison

For the 2015 MCA All Accountability Math assessment, each student group in Anoka-Hennepin at the elementary level outperformed its state counterpart. The largest gap in MCA Math proficiency at the elementary level was between students receiving special education services and students who were not, with 32% more non-SpEd students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Black students (54%) and White students (80%).

**MCA-III Math Growth**

**Elementary MCA All Accountability Math Growth by Grade**

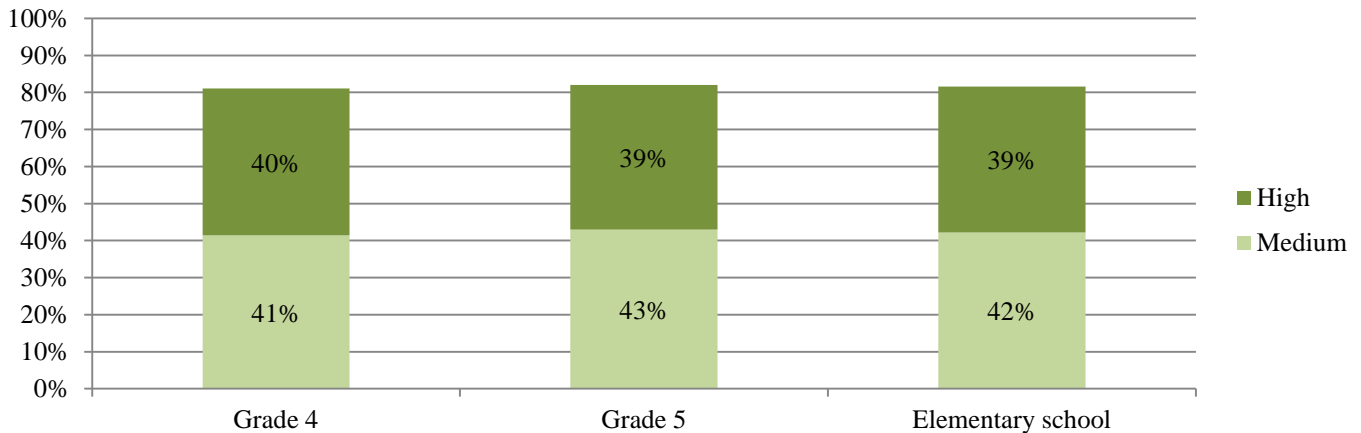


Figure 26: Percent of Elementary School Students at Medium or High Growth on the MCA Math Spring 2014 to Spring 2015

Overall, 81% of Anoka-Hennepin elementary school students met either medium or high growth from spring 2014 to spring 2015 on the MCA Math. Grades 4 and 5 had 81% and 82% of students making medium or high growth, respectively. Grade 3 does not have growth calculated because two consecutive tests are needed. (MCAs are not offered in grade 2.)

**NWEA MAP Math Growth, Fall to Fall**

**MAP Math: Percent of Elementary Students Meeting Growth Targets by Grade Level**

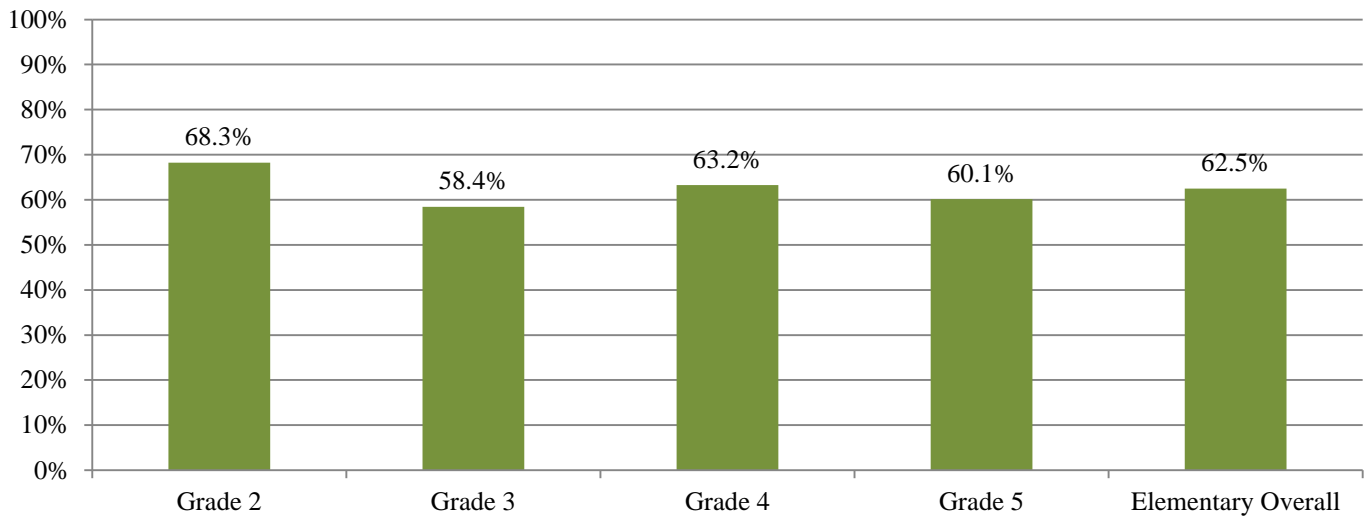


Figure 27: Percent of Elementary School Students Meeting MAP Math Growth Targets Fall 2014 to Fall 2015

Overall, 62.5% of Anoka-Hennepin elementary school students met their fall-to-fall growth targets from 2014 to 2015 on the MAP Math. Consistent with past years of data, grades 3 and 5 were below the overall elementary percentage, whereas grades 2 and 4 were above the percentage of all elementary students meeting growth.

**Maximum Gap in Meeting NWEA MAP Math Growth between Student Groups**

**Percent of Elementary School Students Meeting MAP Math Growth Fall to Fall by Student Group**

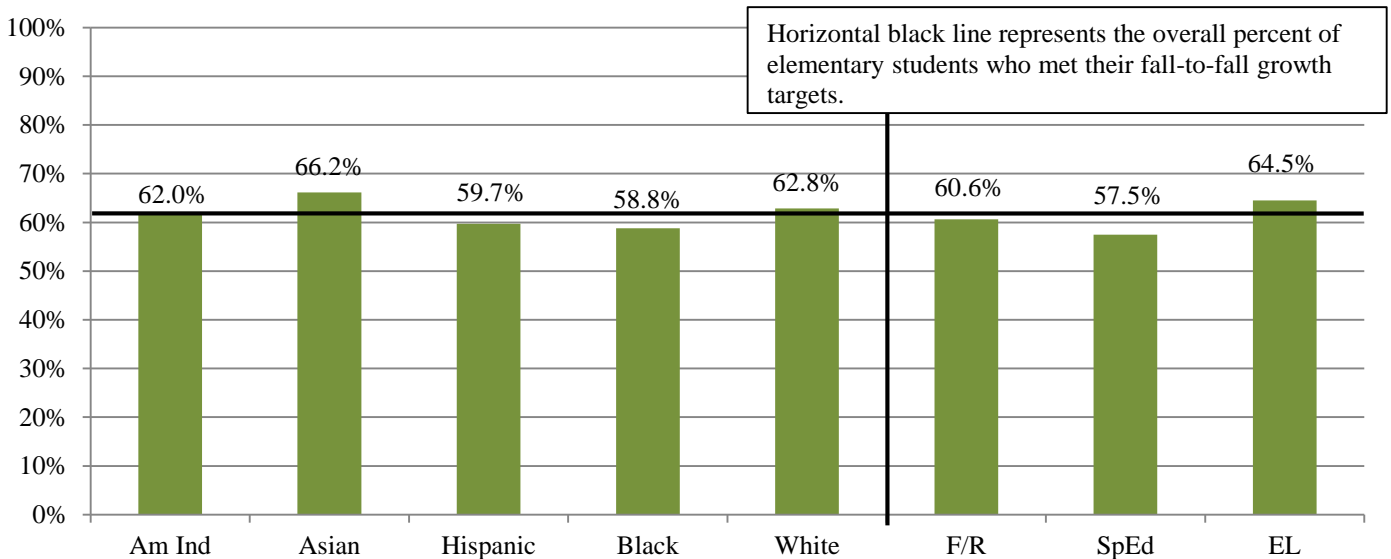


Figure 28: Percent of Elementary MAP Math Test Takers Meeting Fall-to-Fall Growth Targets by Student Group

The percent of elementary school students who met their fall-to-fall math growth targets was 62.5%. The largest gap between counterpart groups in meeting MAP Math growth was between Black students (58.8% met targets) and Asian students (66.2% met targets).

**MCA-III Science Proficiency**

Of Anoka-Hennepin grade 5 students, 66% were proficient on the 2015 MCA All Accountability Science, while the state had a proficiency rate of only 59%.

**Grade 5 MCA All Accountability Science Proficiency by Level: 4-Year Trend**

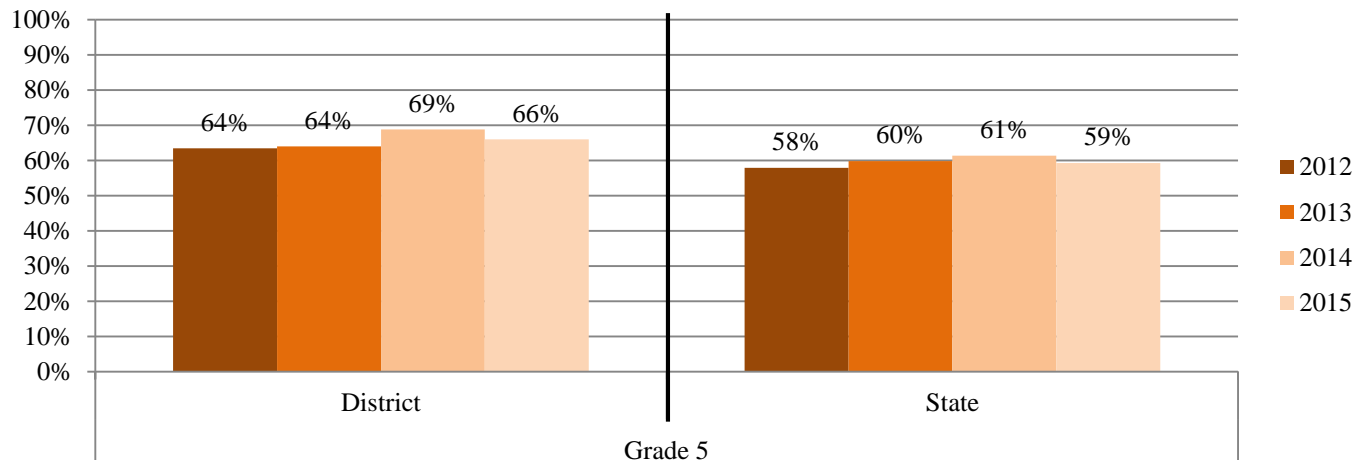


Figure 29: Percent of Grade 5 Students Proficient on MCA Science by Grade: 4-Year Comparison

Grade 5 Anoka-Hennepin students experienced a decrease in proficiency on the MCA All Accountability Science assessment this year, however they still performed higher than students at the state level. Anoka-Hennepin students saw a decrease of 3% from 2014 to 2015, whereas students in grade 5 at the state level decreased by only 2%.

**Maximum Gap in MCA-III Science Proficiency between Student Groups in Meeting Proficiency**

**MCA All Accountability Science Proficiency by Student Group: Grade 5**

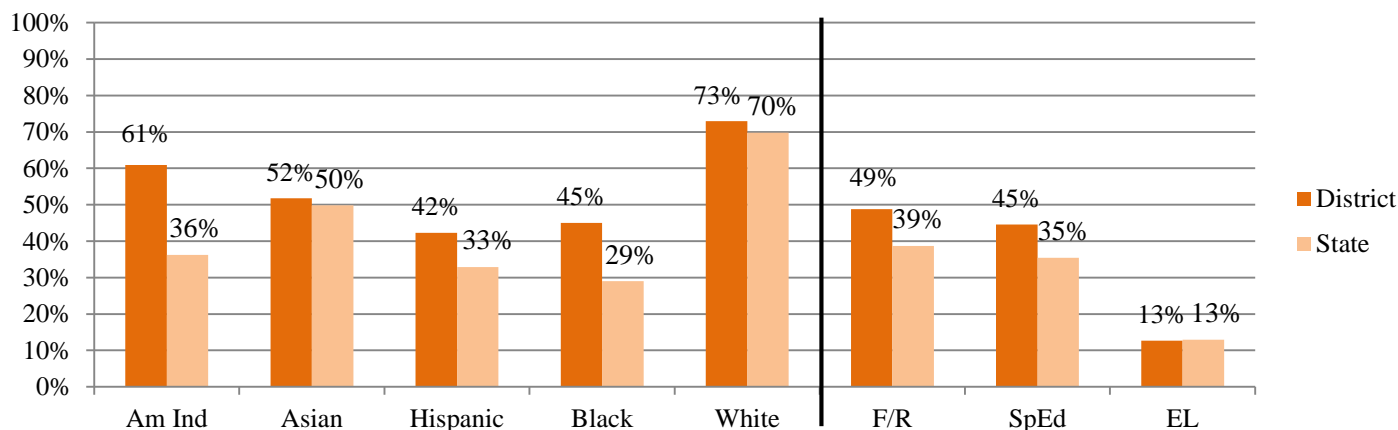


Figure 30: Elementary 2015 MCA Science Proficiency Rate by Student Group: District to State Comparison

For the 2015 MCA Science assessment, each student group in Anoka-Hennepin in grade 5 outperformed its state counterpart with the exception of EL students who performed equally at the district and state levels. The largest gap in MCA Science proficiency in grade 5 was between EL and non-EL students, with 56% more non-EL students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Hispanic students (42%) and White students (73%).



**Middle School**

**Middle School in More Detail**

- Overall Middle School: Anoka-Hennepin middle school students performed above the state in all three subject areas (reading, math and science) on the MCA All Accountability assessments.
- Middle School Reading: The percent of Anoka-Hennepin middle school students meeting proficiency on the 2015 MCA All Accountability Reading was higher than the state rate for grades 6, 7 and 8.
  - On the MAP Reading, more than half of Anoka-Hennepin students, 59%, in grades 6, 7, and 8 met their growth targets from fall 2014 to fall 2015, down from 63% last year.
  - For both MCA Reading and MAP Reading, 7<sup>th</sup> grade students met growth targets at higher rates than students in 6<sup>th</sup> and 8<sup>th</sup> grade.
- Middle School Math: The percent of Anoka-Hennepin middle school students meeting proficiency on the 2015 MCA All Accountability Math was higher than the state proficiency rate for grades 6, 7 and 8.
  - On the MAP Math, 47% of our middle school students tested met growth targets from fall 2014 to fall 2015, down from 49% last year.
  - For both MCA Math and MAP Math, 7<sup>th</sup> grade students met growth targets at higher rates than students in 6<sup>th</sup> and 8<sup>th</sup> grade.
- Middle School Science: The percent of Anoka-Hennepin grade 8 students meeting proficiency on the 2015 MCA All Accountability Science was higher than the state proficiency rate by 18 percentage points. This is up from a 17% difference last year.
- Middle School Achievement Gap: The achievement gap between White students and students of color at the middle school level narrowed on both the MCA Reading and Science while it remained fairly consistent on the MCA Math.
  - For the 2015 MCA Reading, Math, and Science, the largest gap in proficiency rates was between students identified as EL and the non-EL student group with the non-EL students reaching proficiency at a higher rate.
  - Reading: The greatest gap when considering only ethnic and free/reduced student groups on the MCA Reading was between students qualifying for free or reduced priced services (49%) and those not (71%). On the MAP Reading, the largest gap in the percent of middle school students' meeting their growth targets was between the Hispanic and American Indian ethnic groups (with 54% and 66% of students meeting growth, respectively).
  - Math: The greatest gap when considering only ethnic and free/reduced student groups on the MCA Math was between students qualifying for free or reduced priced services (47%) and those not (72%). On the MAP Math, the largest gap in the percent of middle school students' meeting their growth targets was between the American Indian and Asian ethnic groups (with 40% and 51% of students meeting growth, respectively).
  - Science: The greatest gap when considering only ethnic and free/reduced student groups on the MCA Science was between American Indian students (40%) and White students (69%).

**MCA-III Reading Proficiency**

**Middle School 2015 MCA All Accountability Reading Proficiency by Grade**

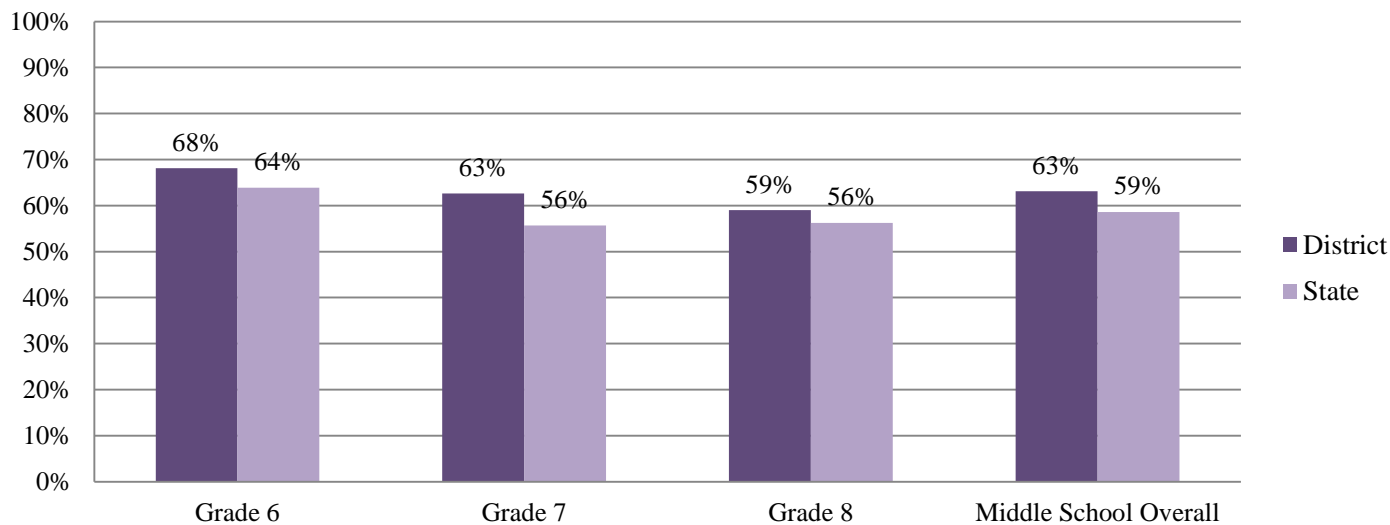


Figure 31: Middle School 2015 MCA Reading Proficiency by Grade: District to State Comparison

In comparison to the state, the percent of Anoka-Hennepin students at the middle school level who were proficient on the MCA All Accountability Reading was higher for grades 6, 7 and 8. The percent of Anoka-Hennepin middle school students overall that were proficient on the MCA Reading was higher than the state by 4%, up from 3% in 2014.

**Middle School Students Meeting MCA All Accountability Reading Proficiency by Grade: 4-Year Trend**

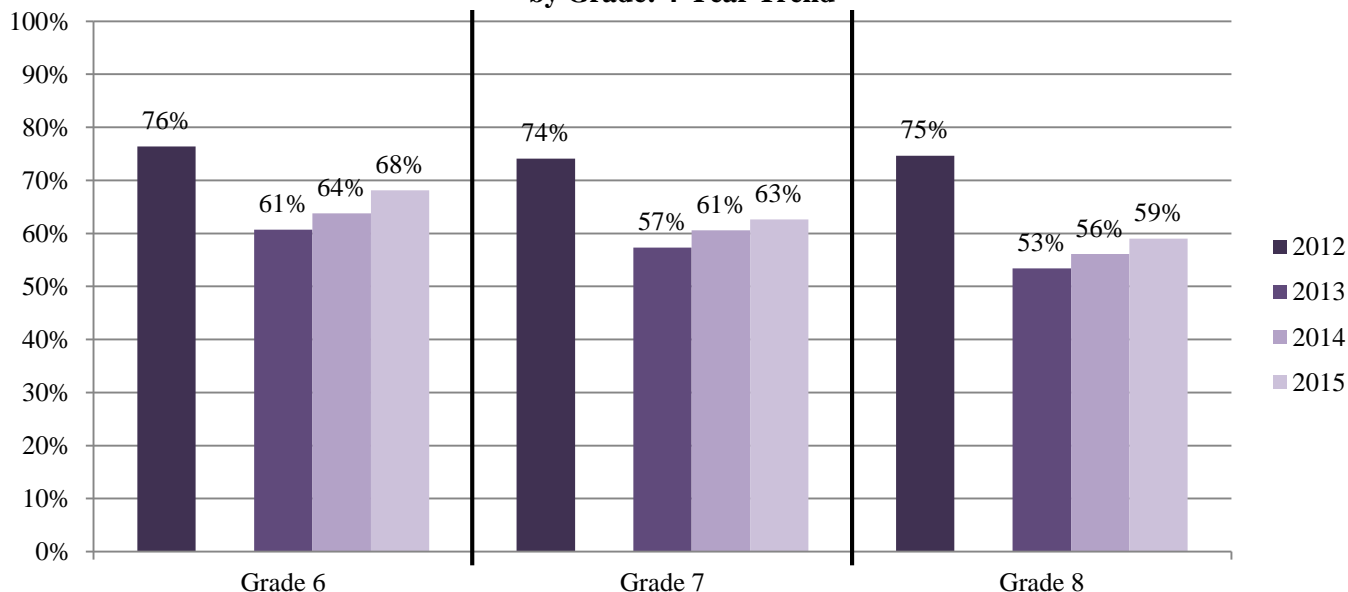


Figure 32: Percent of Middle School Students Proficient on MCA Reading by Grade: 4-Year Comparison

Scores from the 2012 MCA Reading assessments are not directly comparable to later years due to a change in the assessment from the MCA-II to the MCA-III in 2013. Grades 6, 7, and 8 have continually increased since the test change. Grade 6 achieved the highest increase in proficiency rate from last year with an increase of 4%.

**Maximum Gap in MCA-III Reading Proficiency between Student Groups in Meeting Proficiency**

**Middle School MCA All Accountability Reading Proficiency by Student Group**

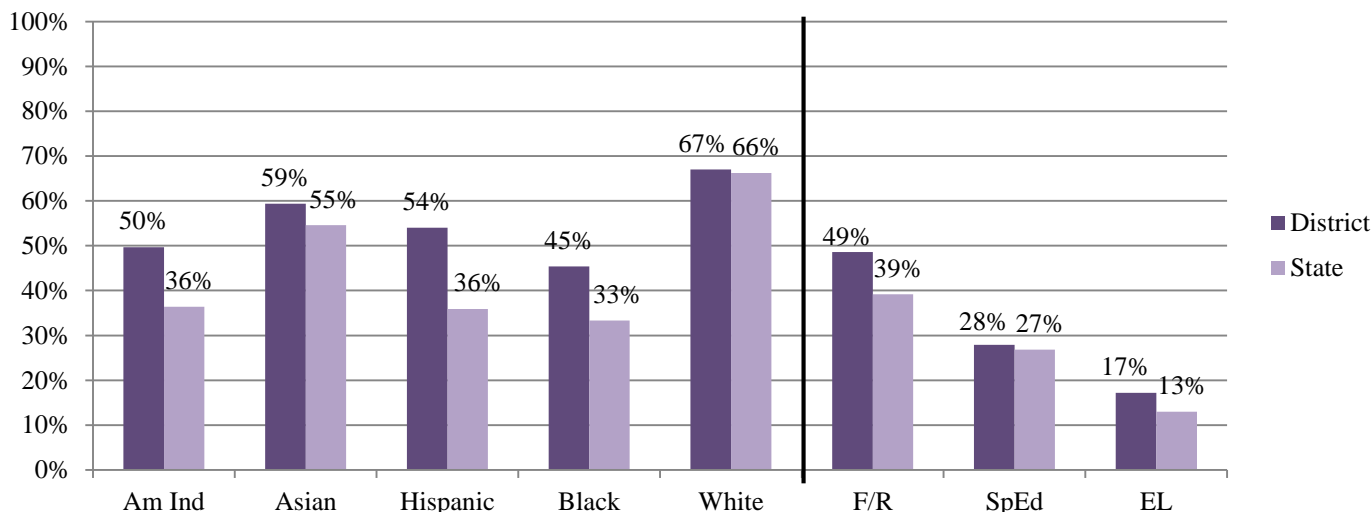


Figure 33: Middle School 2015 MCA Reading Proficiency Rate by Student Group: District to State Comparison

For the 2015 MCA All Accountability Reading assessment, every student group at the middle school level outperformed its state counterpart. The largest gap in MCA Reading proficiency at the middle school level was between EL and non-EL students, with 48% more non-EL students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between F/R students (49%) and non-F/R students (71%).

**MCA-III Reading Growth**

**Middle School MCA All Accountability Reading Growth by Grade**

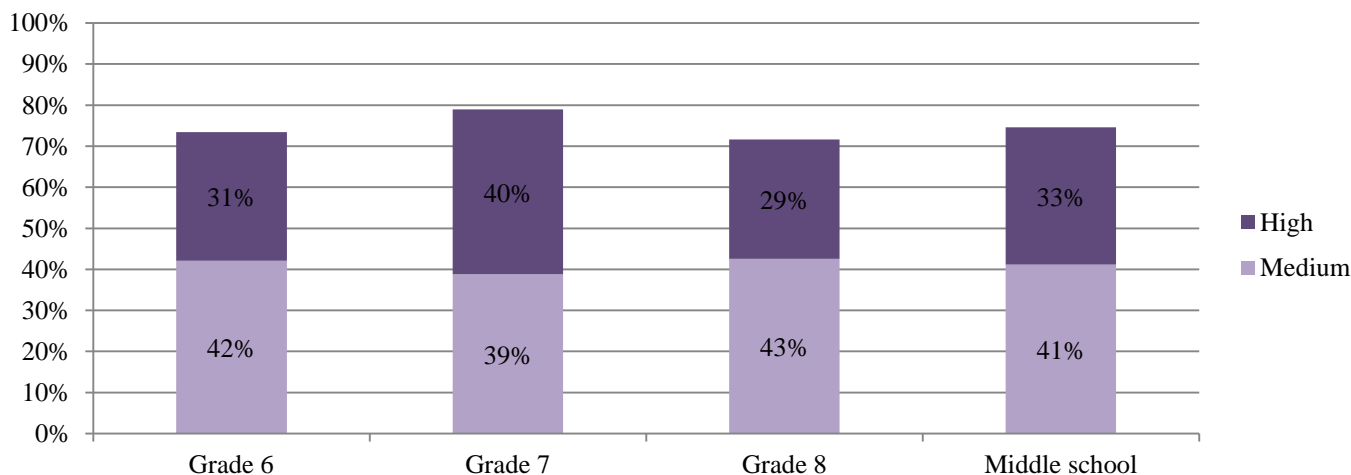


Figure 34: Percent of Middle School Students at Medium or High Growth on the MCA Reading Spring 2014 to Spring 2015

Overall, 74% of Anoka-Hennepin middle school students met either medium or high growth from spring 2014 to spring 2015 on the MCA Reading, up 2% from last year. The percent of grade 7 students was highest, at 79%, whereas grades 6 and 8 were lower, with 73% and 72% of students meeting medium or high growth, respectively.

**NWEA MAP Reading Growth, Fall to Fall**

**MAP Reading: Percent of Middle School Students Meeting Growth Targets**

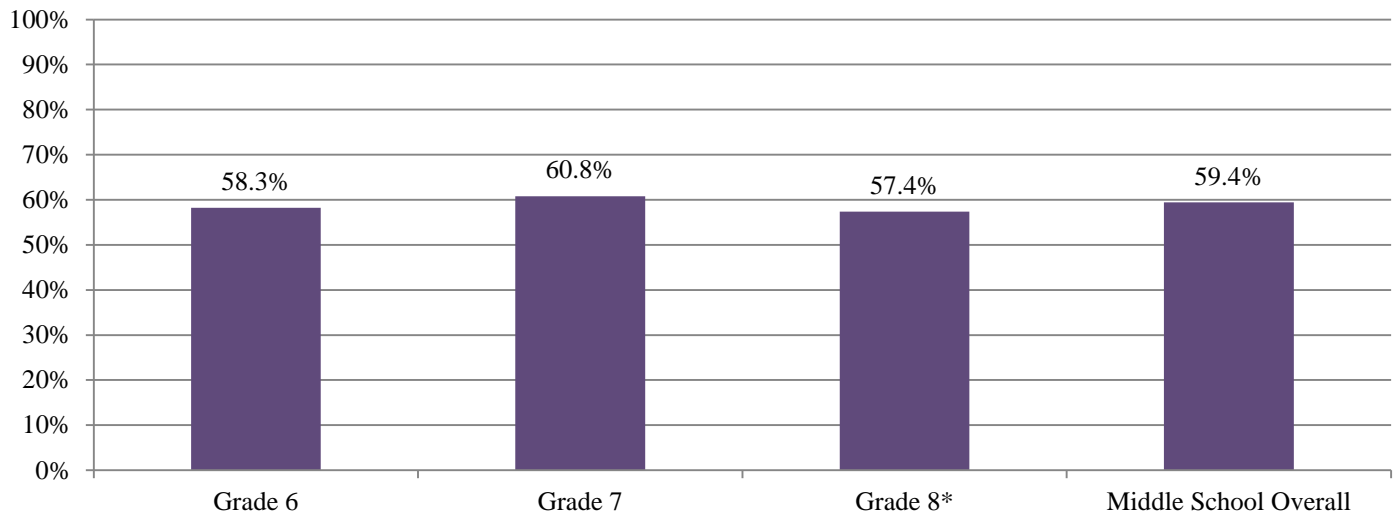


Figure 35: Percent of Middle School Students Meeting MAP Reading Growth Targets Fall 2014 to Fall 2015

Of the Anoka-Hennepin middle school students tested, 59.4% met their growth targets from fall 2014 to fall 2015 on the MAP Reading. Consistent with previous years, grade 6 was below the overall middle school percentage, whereas grade 7 was above the percentage of all middle school students meeting growth. \*Grade 8 was below the overall middle school percentage; however, only students who test in grade 9 as a part of intervention courses represent grade 8 students.

**Maximum Gap in Meeting NWEA MAP Reading Growth between Student Groups**

**Percent of Middle School Students Meeting MAP Reading Growth Fall to Fall by Student Group**

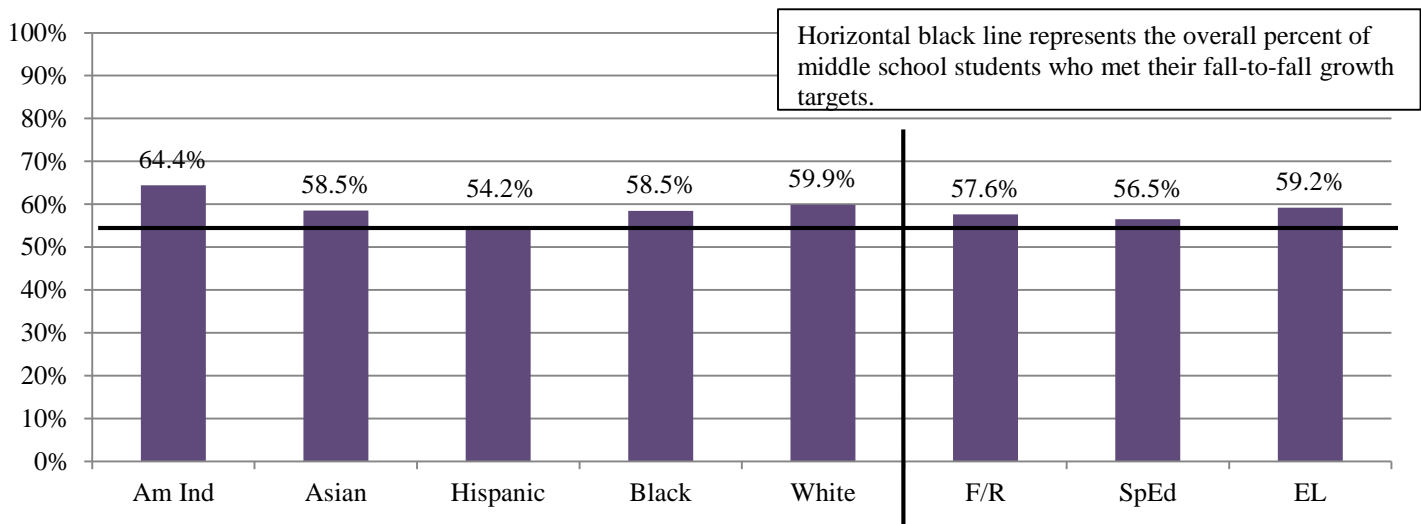


Figure 36: Percent of Middle School MAP Reading Test Takers Meeting Fall-to-Fall Growth Targets by Student Group

The percent of middle school students overall who met their fall-to-fall reading growth targets was 59.4%. The largest gap between counterpart groups in meeting MAP Reading growth was between Hispanic students (54.2% met targets) and American Indian students (64.4% met targets).

**MCA-III Math Proficiency**

**Middle School 2015 MCA All Accountability Math Proficiency by Grade**

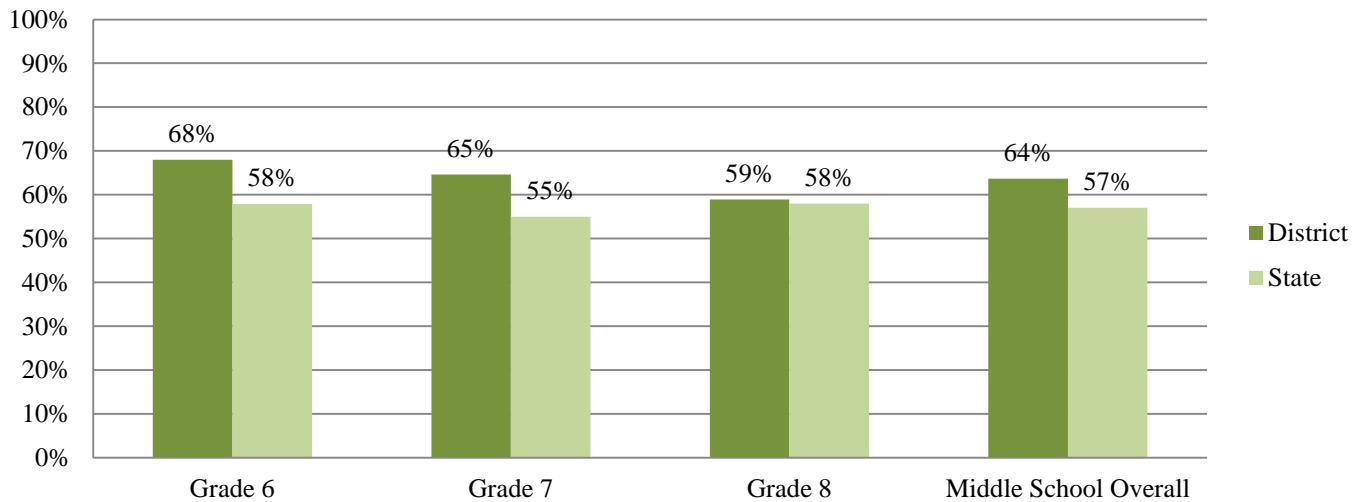


Figure 37: Middle School 2015 MCA Math Proficiency by Grade: District to State Comparison

In comparison to the state, the percent of Anoka-Hennepin students at the middle school level who were proficient on the MCA All Accountability Math was higher for grades 6, 7 and 8. The percent of Anoka-Hennepin middle school students overall that were proficient on the MCA Math was higher than the state by 7%, compared to 2014 when Anoka-Hennepin was 4% above the state overall at the middle school level.

**Middle School Students Meeting MCA All Accountability Math Proficiency by Grade: 4-Year Trend**

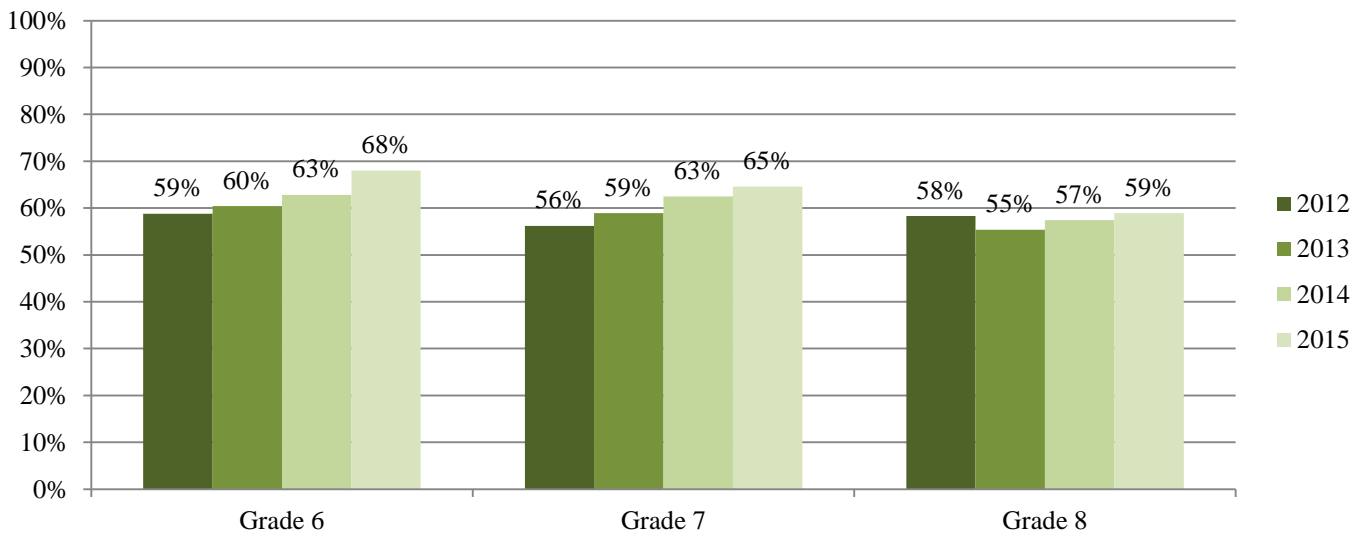


Figure 38: Percent of Middle School Students Proficient on MCA Math by Grade: 4-Year Comparison

Anoka-Hennepin middle school students have consistently improved their proficiency on the MCA Math over the last three years in grades 6 and 7. Grade 8 students experienced a 3% decrease in proficiency in 2013, but have increased 4% since, back up to 59% proficient in 2015.

**Maximum Gap in MCA-III Math Proficiency between Student Groups in Meeting Proficiency**

**Middle School MCA All Accountability Math Proficiency by Student Group**

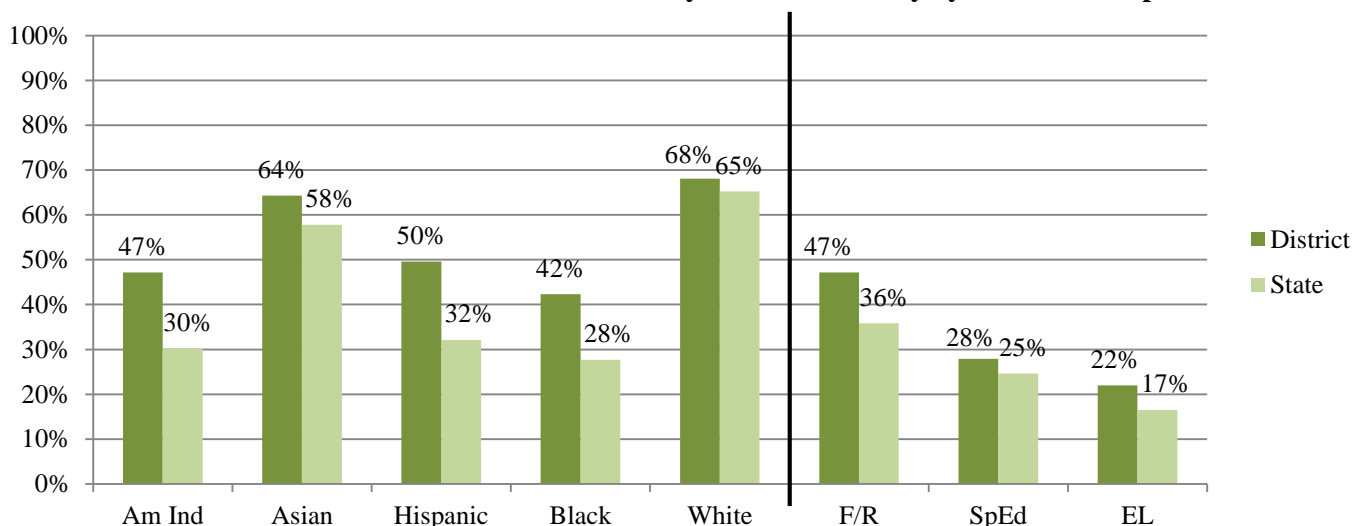


Figure 39: Middle School 2015 MCA Math Proficiency Rate by Student Group: District to State Comparison

For the 2015 MCA All Accountability Math assessment, each student group in Anoka-Hennepin at the middle school level outperformed its state counterpart. The largest gap in MCA Math proficiency at the middle school level was between EL and non-EL students, with 44% more non-EL students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between F/R students (47%) and non-F/R students (72%, not depicted above).

**MCA-III Math Growth**

**Middle School MCA All Accountability Math Growth by Grade**

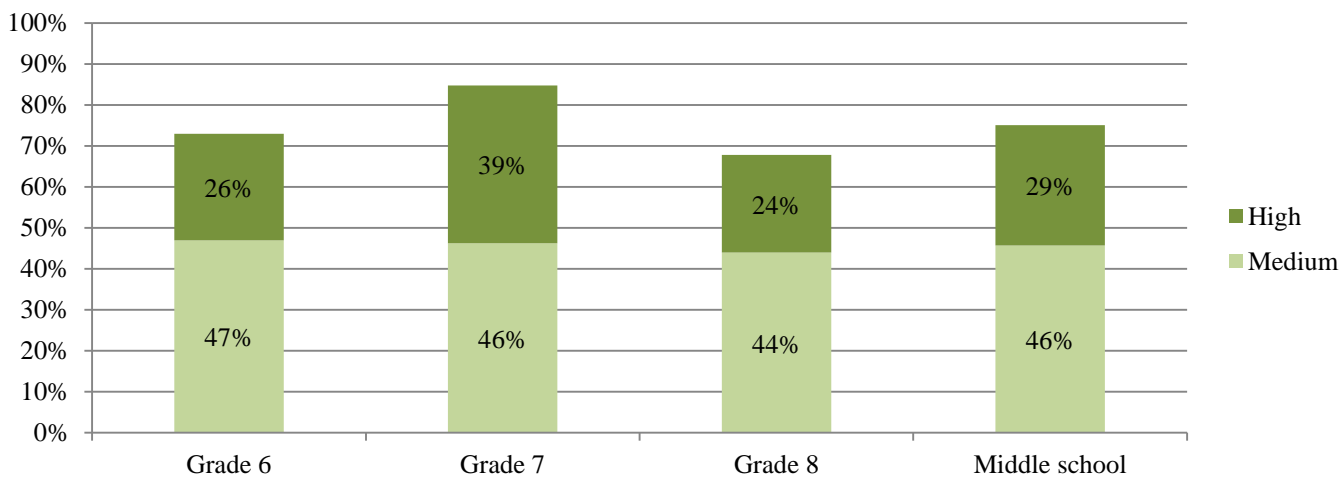


Figure 40: Percent of Middle School Students at Medium or High Growth on the MCA Math Spring 2014 to Spring 2015

Overall, 75% of Anoka-Hennepin middle school students met either medium or high growth from spring 2014 to spring 2015 on the MCA Math. This is up 2% from the previous year’s growth rate. Grade 7 students showed the most growth, at 85%, whereas only 73% and 68% of grade 6 and 8 students met medium or high growth, respectively.

NWEA MAP Math Growth, Fall to Fall

MAP Math: Percent of Middle School Students Meeting Growth Targets

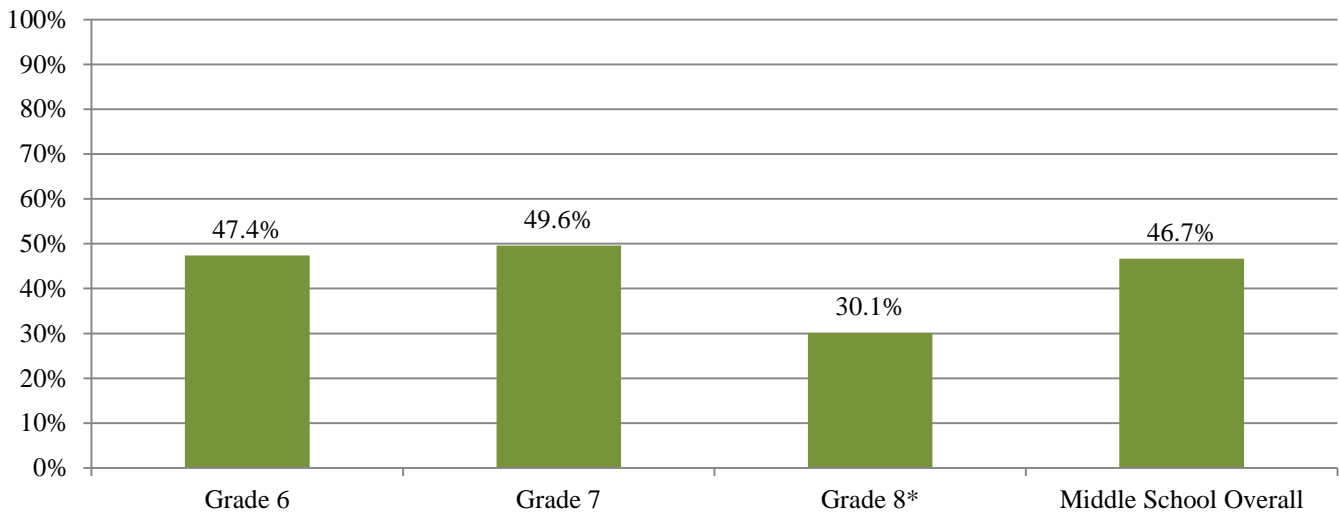


Figure 41: Percent of Middle School Students Meeting MAP Math Growth Targets Fall 2014 to Fall 2015

Of the Anoka-Hennepin middle school students tested, 46.7% met their growth targets from 2014 to 2015 on the MAP Math. Grades 6 and 7 were at or above the percentage of all middle school students meeting growth. \*Grade 8 was significantly below the overall middle school percentage; however, only students who test in grade 9 as a part of intervention courses represent grade 8 students.

Maximum Gap in Meeting NWEA MAP Math Growth between Student Groups

Percent of Middle School Students Meeting MAP Math Growth Fall to Fall by Student Group

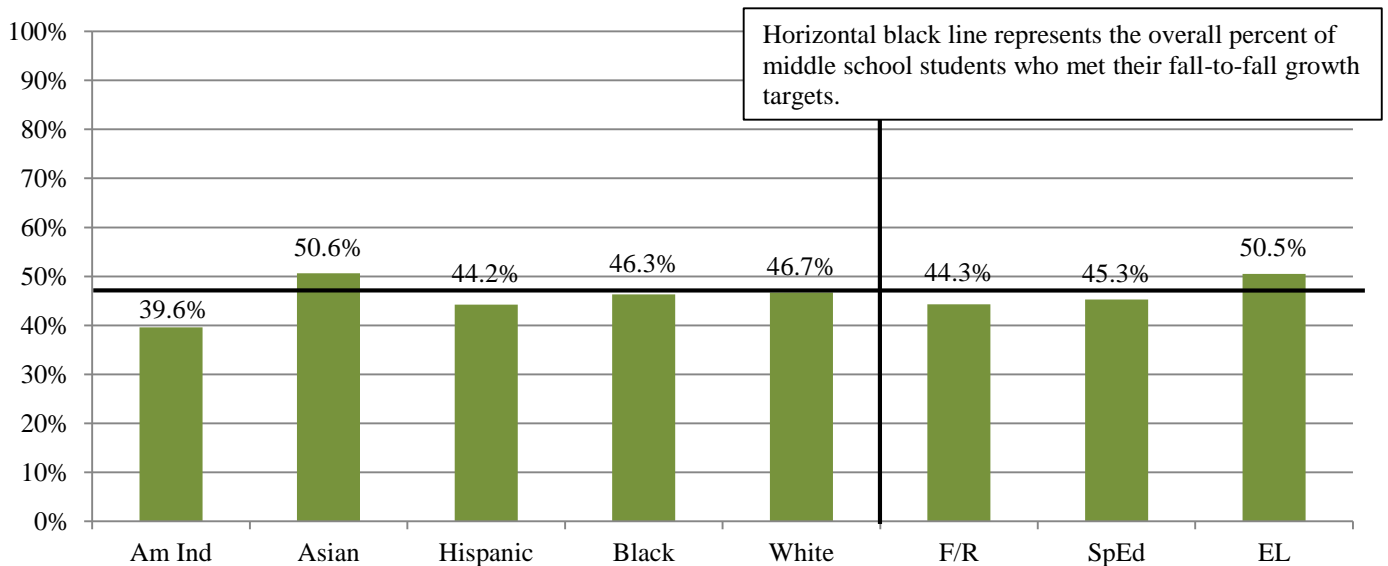


Figure 42: Percent of Middle School MAP Math Test Takers Meeting Fall-to-Fall Growth Targets by Student Group

The percent of middle school students who met their fall-to-fall math growth targets was 46.7%. The largest gap between counterpart groups in meeting MAP Math growth was between American Indian students (39.6% met targets) and Asian students (50.6% met targets).



**MCA-III Science Proficiency**

In grade 8, there were 64% of students proficient on the 2015 MCA All Accountability Science assessment in the district and only 46% proficient at the state level creating a margin above the state of 18%.

**Grade 8 MCA All Accountability Science Proficiency by Level: 4-Year Trend**

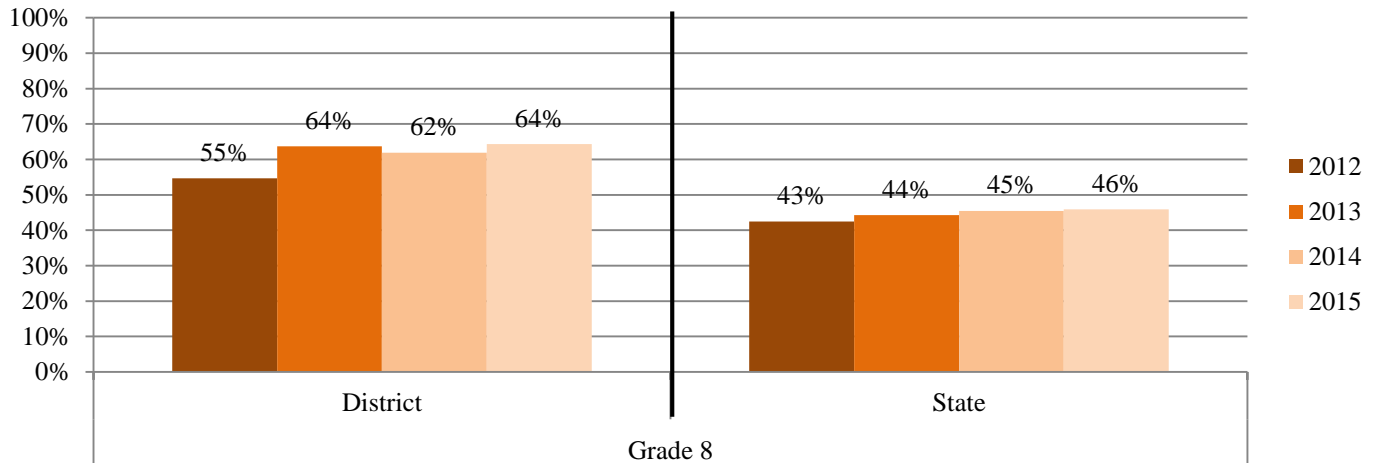


Figure 43: Percent of Grade 8 Students Proficient on MCA Science by Grade: 4-Year Comparison

After a slight dip in proficiency in 2014, Anoka-Hennepin grade 8 students increased 2% back to their 2013 proficiency rate of 64%. Grade 8 students in the district have consistently outperformed their state counterparts.

**Maximum Gap in MCA-III Science Proficiency between Student Groups in Meeting Proficiency**

**MCA All Accountability Science Proficiency by Student Group: Grade 8**

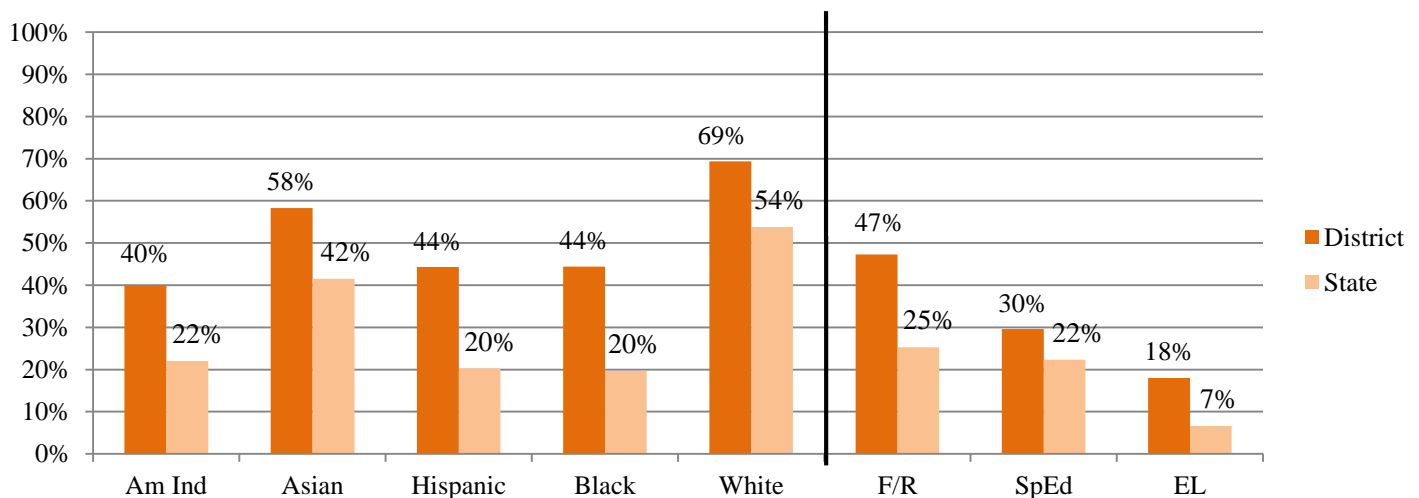


Figure 44: Middle School 2015 MCA Science Proficiency Rate by Student Group: District to State Comparison

For the 2015 MCA Science assessment, each student group in Anoka-Hennepin in grade 8 significantly outperformed its state counterpart. The largest gap in MCA Science proficiency in grade 8 was between EL and non-EL students, with 49% more non-EL students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between American Indian students (40%) and White students (69%).

## High School

### High School in More Detail

- High School Reading: Anoka-Hennepin grade 10 students overall performed above the state.
  - In addition, each student group performed above its state counterpart on the 2015 MCA All Accountability Reading with the exception of White students who performed equal to the state.
  - The percent of 10<sup>th</sup> grade students meeting the PLAN Reading college readiness benchmark increased 3% from fall 2013 to fall 2014. The percent of the 2015 graduating class electing to take the ACT who met the ACT Reading college readiness benchmark increased 1% from 56% in 2014 to 57% in 2015.
- High School Math: Anoka-Hennepin grade 11 students overall performed below the state.
  - On the 2015 MCA All Accountability Math, Anoka-Hennepin student groups outperformed their state counterparts except for American Indian, Asian and White students who performed below the state.
  - The percent of 10<sup>th</sup> grade students meeting the PLAN Math college readiness benchmark increased 4% from fall 2013 to fall 2014. The percent of students in the 2015 graduating class electing to take the ACT who met the math college readiness benchmark decreased 6% from 62% in 2014 to 56% in 2015.
- High School Science: Anoka-Hennepin students in high school biology performed above the state on the 2015 MCA All Accountability Science.
  - The percent of 10<sup>th</sup> grade students meeting the PLAN Science college readiness benchmark increased 1% from fall 2013 to fall 2014. The percent of students in the graduating class electing to take the ACT who met the science college readiness benchmark decreased 4% from 54% in 2014 to 50% in 2015.
- High school achievement gap: An achievement gap between student groups continues to exist. However, the achievement gap narrowed on both the MCA All Accountability Math and Science for high school students, whereas the gap on the MCA All Accountability Reading remained constant.
  - Students of color were less likely to meet all four of the PLAN or ACT college readiness benchmarks than the White student group on the PLAN or ACT.
  - For the 2015 MCA Reading, Math, and Science, the largest gap in proficiency rates is between EL students and non-EL students with the non-EL students reaching proficiency at a higher rate.
  - Reading: The greatest gap on the MCA Reading when considering only ethnic and free/reduced student groups was between Black students (38%) and White students (64%).
  - Math: On the MCA Math, the greatest gap when considering only ethnic and free/reduced student groups was between American Indian students (20%) and White students (51%).
  - Science: The greatest gap on the MCA Science when considering only ethnic and free/reduced student groups was between Black students (36%) and White students (62%).
- College Readiness: The percent of students meeting all four PLAN college readiness benchmarks increased 1% from fall 2013 to fall 2014, whereas the percent of students in the graduating class meeting all four ACT college readiness benchmarks decreased 1% from 2014 to 2015.

**MCA-III Reading Proficiency**

In comparison to the state, the percent of Anoka-Hennepin students in grade 10 who were proficient on the MCA All Accountability Reading was above the state by a margin of 2%. Of Anoka-Hennepin students tested, 59% were proficient, whereas 57% of students were proficient at the state level (graphical representation in the overall section on p. 8 in figure 2).

**Grade 10 Students Meeting MCA All Accountability Reading Proficiency: 4-Year Trend**

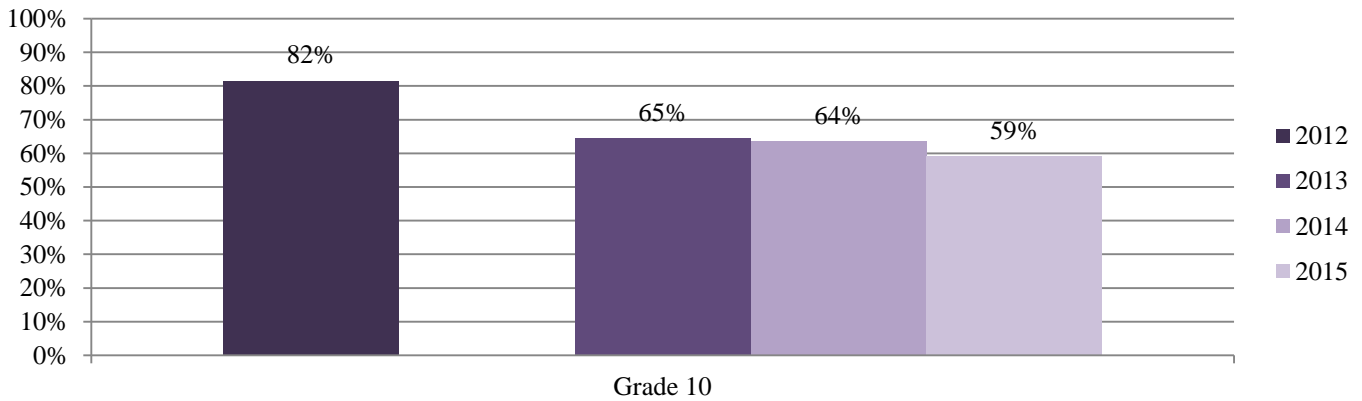


Figure 45: Percent of Grade 10 Students Proficient on MCA Reading: 4-Year Comparison

Scores from the 2012 MCA Reading assessment are not directly comparable to later years due to a change in the assessment from the MCA-II to the MCA-III in 2013. Since the change in test, the proficiency rate of Anoka-Hennepin grade 10 students has been decreasing steadily.

**Maximum Gap in MCA-III Reading Proficiency between Student Groups in Meeting Proficiency**

**Grade 10 MCA All Accountability Reading Proficiency by Student Group**

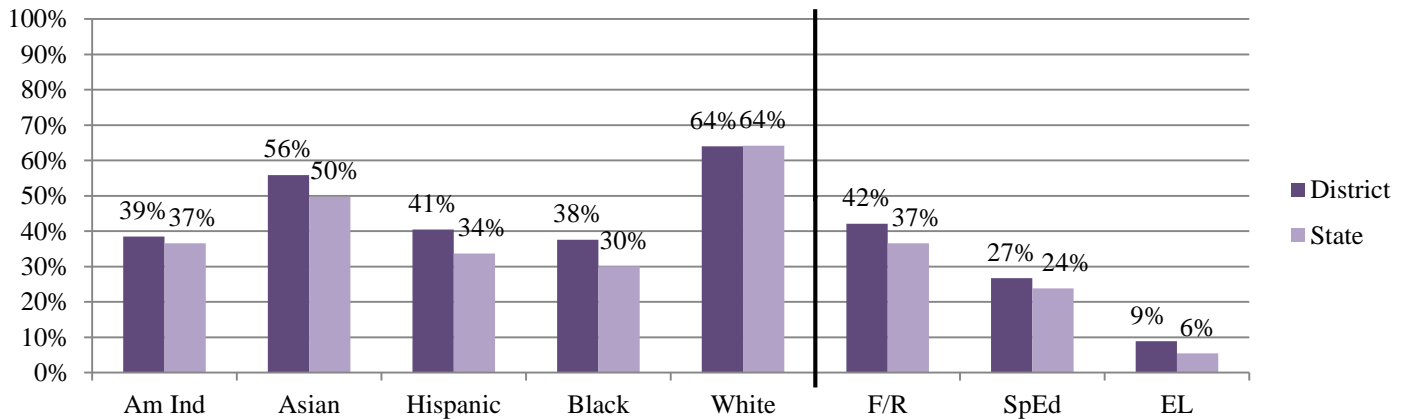


Figure 46: 2015 MCA Math Proficiency Rate for Grade 10 Students by Student Group: District to State Comparison

For the 2015 MCA Reading assessment, each student group in Anoka-Hennepin at the high school level outperformed its state counterpart, except White students who performed equally to the state. The largest gap in MCA Reading proficiency at the high school level was between EL and non-EL students, with 52% more non-EL students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Black students (38%) and White students (64%).

**MCA-III Reading Growth**

Of Anoka-Hennepin grade 10 students, 75% met either medium or high growth from spring of their 8<sup>th</sup> grade year to spring 2015 on the MCA All Accountability Reading. About 41% of grade 10 students met medium growth and about 34% met high growth. At the state level, 41% of students met medium growth and 33% met high growth.

**NWEA MAP Reading Growth, Fall to Fall**

MAP is not consistently administered at the high school level and is only given intermittently to students in intervention courses. Of Anoka-Hennepin high school students in intervention courses who took the MAP Reading, 65.9% met their growth targets from fall 2014 to fall 2015.

**Maximum Gap in Meeting NWEA MAP Reading Growth between Student Groups**

**Percent of High School Students Meeting MAP Reading Growth Fall to Fall by Student Group**

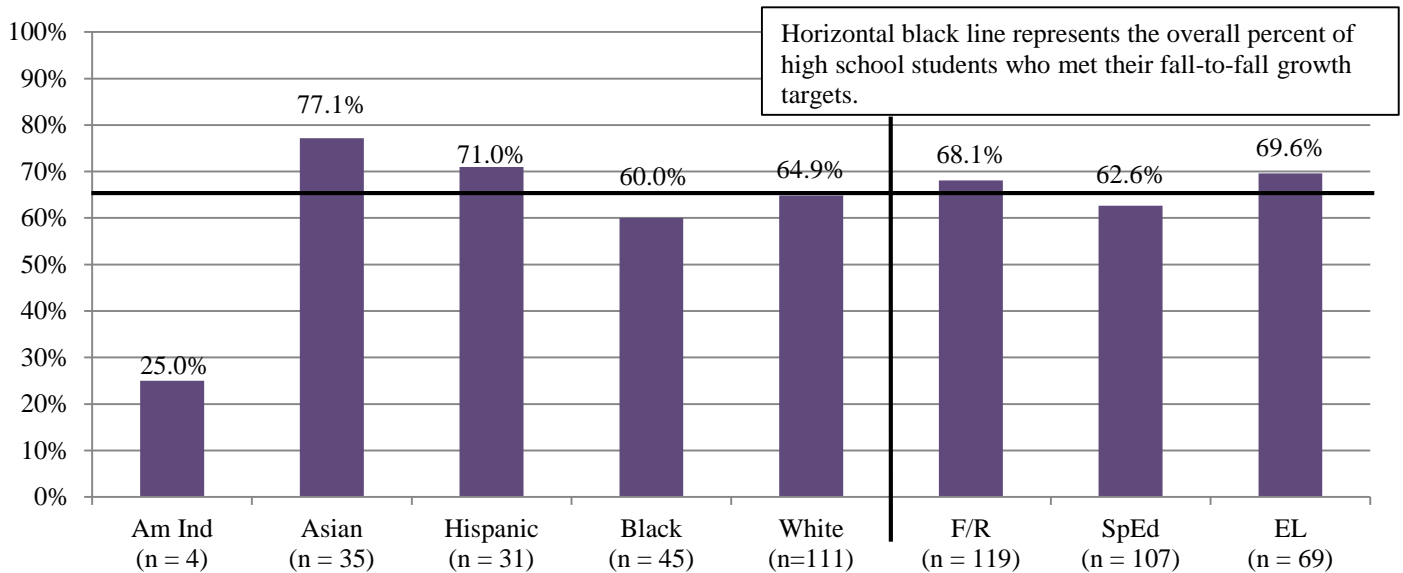


Figure 47: Percent of High School Students Meeting MAP Reading Growth by Student Group

Given the MAP is only given intermittently at the high school level, student counts by subgroup can be very small. Caution should be taken when interpreting the gaps. The percent of high school students who met their fall-to-fall reading growth targets was 65.9%. The largest gap between counterpart groups in meeting MAP Reading growth was between American Indian students (25.0% met targets) and Asian students (77.1% met targets).

**MCA-III Math Proficiency**

In comparison to the state, the percent of Anoka-Hennepin students in grade 11 who were proficient on the MCA All Accountability Math was lower by a margin of approximately 3%. Of Anoka-Hennepin students tested, 46% were proficient, whereas 49% of students were proficient at the state level (graphical representation in the overall section on p. 11 in figure 8).

**Grade 11 Students Meeting MCA All Accountability Math Proficiency: 4-Year Trend**

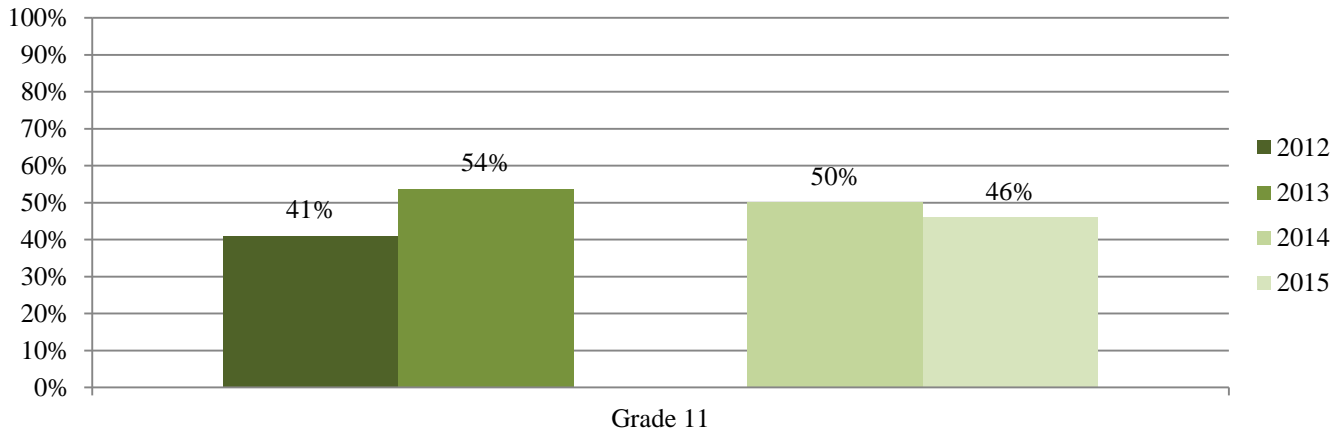


Figure 48: Percent of Grade 11 Students Proficient on MCA Math: 4-Year Comparison

Scores from the 2014 MCA Math assessment for grade 11 are not directly comparable to previous years due to a change in the assessment from the MCA-II to the MCA-III. The proficiency rate of Anoka-Hennepin grade 11 students decreased 4%, from 50% in 2014 to 46% in 2015.

**Maximum Gap in MCA-III Math Proficiency between Student Groups in Meeting Proficiency**

**Grade 11 MCA All Accountability Math Proficiency by Student Group**

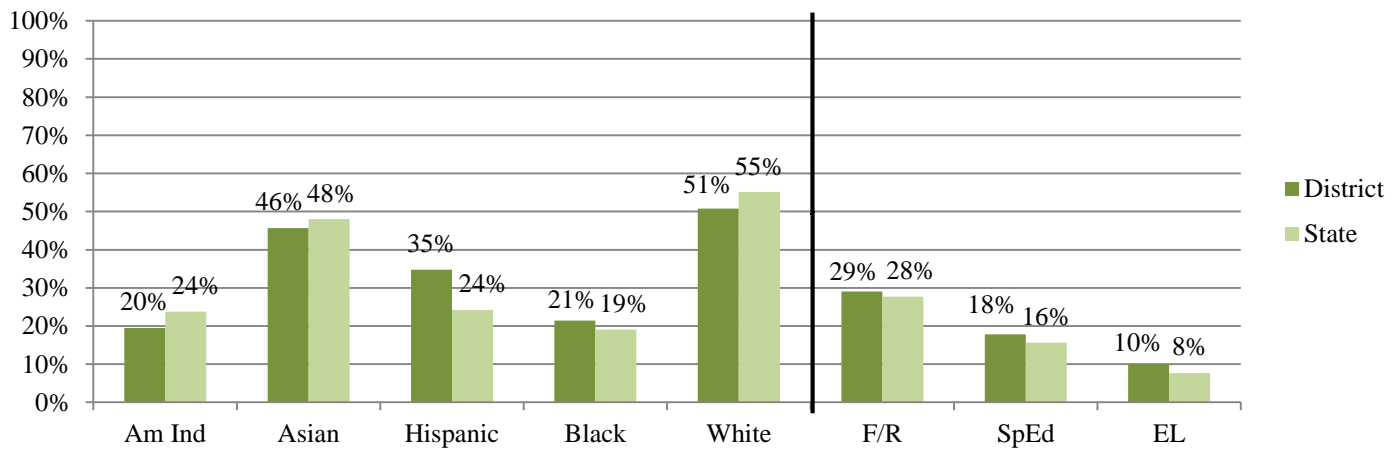


Figure 49: 2015 MCA Math Proficiency Rate for Grade 11 Students by Student Group: District to State Comparison

For the 2015 MCA Math assessment, each student group in Anoka-Hennepin in grade 11 outperformed its state counterpart except American Indian, Asian, and White students who performed below the state. The largest gap in MCA Math proficiency in high school was between EL and non-EL students, with 37% more non-EL students at proficiency (comparison not depicted in the graph above). When considering only free/reduced and ethnic student groups, the largest gap was between American Indian students (20%) and White students (51%).

**MCA-III Math Growth**

Of Anoka-Hennepin grade 11 students, 72% met either medium or high growth from spring of their 8<sup>th</sup> grade year to spring 2015 on the MCA All Accountability Math. Approximately 46% of grade 11 students met medium growth and approximately 25% met high growth. At the state level, 43% of students met medium growth and 27% met high growth.

**NWEA MAP Math Growth, Fall to Fall**

MAP is not consistently administered at the high school level and is only given intermittently to students in intervention courses. Of Anoka-Hennepin high school students in intervention courses who took the MAP Math, 48.1% met their growth targets from fall 2014 to fall 2015.

**Maximum Gap in Meeting NWEA MAP Math Growth between Student Groups**

**Percent of High School Students Meeting MAP Math Growth Fall to Fall by Student Group**

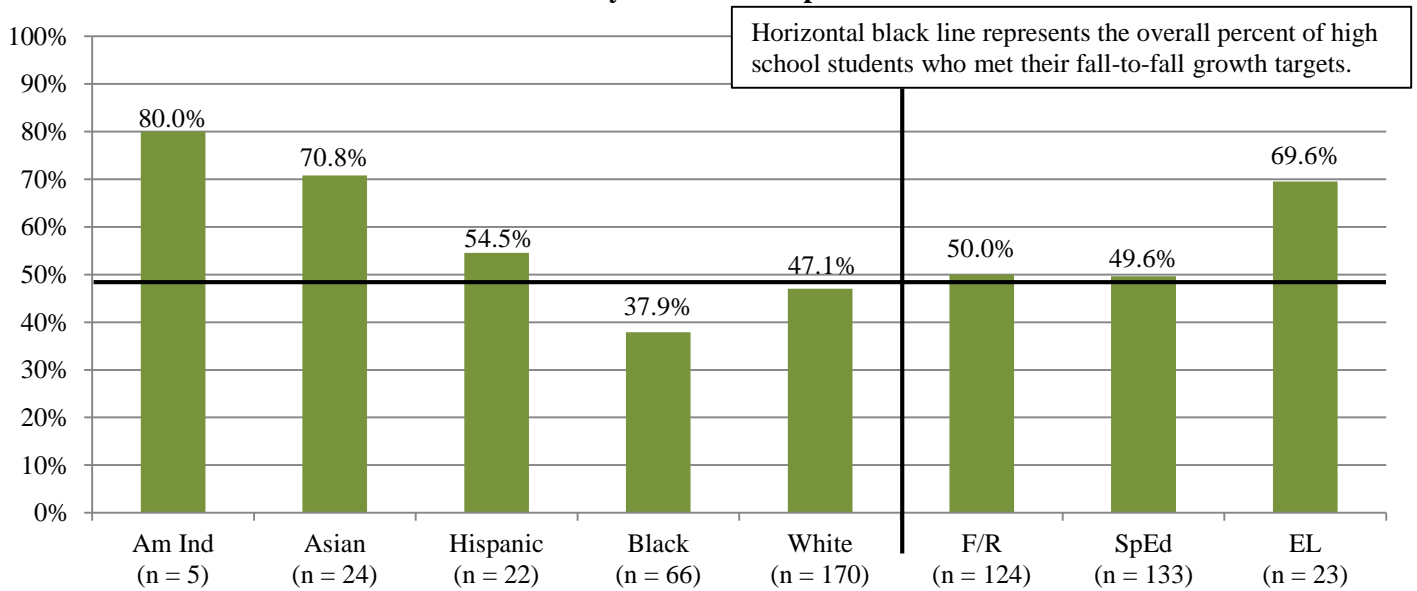


Figure 50: Percent of High School Students Meeting MAP Math Growth by Student Group

Given the MAP is only given intermittently at the high school level, student counts by subgroup can be very small. Caution should be taken when interpreting the gaps. The percent of high school students who met their fall-to-fall math growth targets was 48.1%. The largest gap between counterpart groups in meeting MAP Math growth was between Black students (37.9% met targets) and American Indian students (80.0% met targets).

**MCA-III Science Proficiency**

On the 2015 MCA All Accountability Science assessment, students taking high school biology in Anoka-Hennepin had a proficiency rate of 58%, which was above the state proficiency rate of 55% (graphical representation in the overall section on p. 14 in figure 14).

**HS Biology MCA All Accountability Science Proficiency by Level: 4-Year Trend**

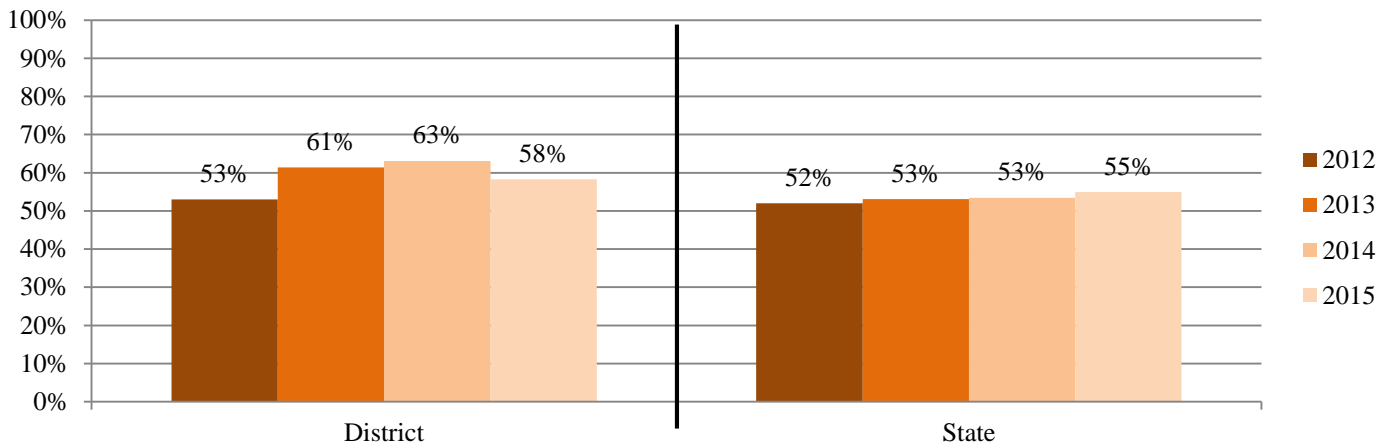


Figure 51: Percent of High School Biology Students Proficient on MCA Science by Grade: 4-Year Comparison

Overall, the proficiency rate of district students taking the MCA science assessment decreased 5% from 2014 to 2015. Anoka-Hennepin high school biology students outperformed their state counterpart in 2015 by 3%, down from a 10% margin above the state in 2014.

**Maximum Gap in MCA-III Science Proficiency between Student Groups in Meeting Proficiency**

**MCA All Accountability Science Proficiency by Student Group: HS Biology**

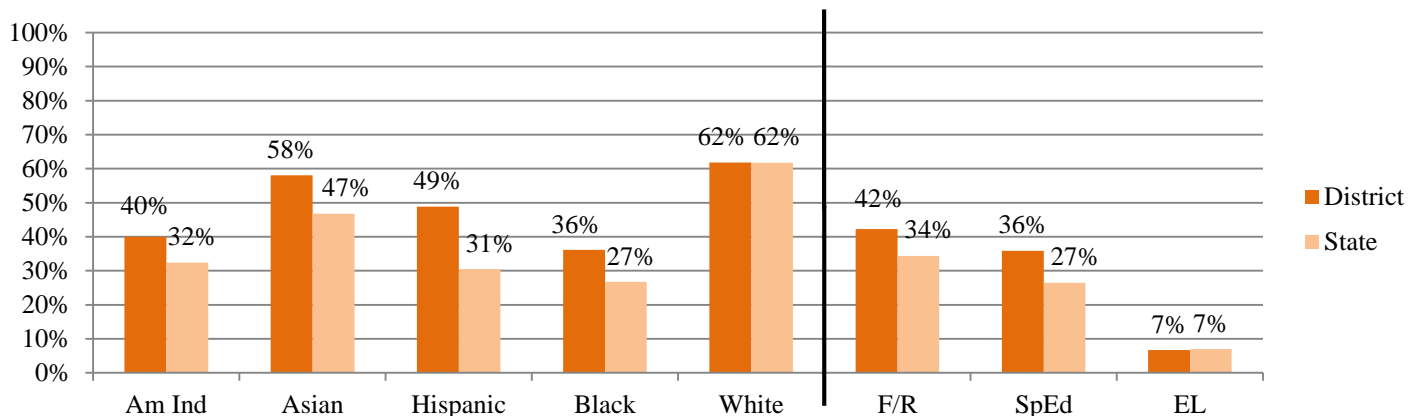


Figure 52: High School 2015 MCA Science Proficiency Rate by Student Group: District to State Comparison

For the 2015 MCA Science assessment, each student group in Anoka-Hennepin in high school biology outperformed its state counterpart, except White students and EL students who performed equally at the district and state levels. The largest gap in MCA Science proficiency in high school biology was between EL and non-EL students, with 52% more non-EL students at proficiency (comparison not depicted in the graph above). When considering only ethnic and free/reduced student groups, the largest gap was between Black students (36%) and White students (62%).



**MN Graduation Assessment Requirement**  
 (GRAD, ACT, SAT, ASVAB, Accuplacer, Compass, WorkKeys)

**Percent of 2015 Seniors who Met the MN Graduation Assessment Requirement**

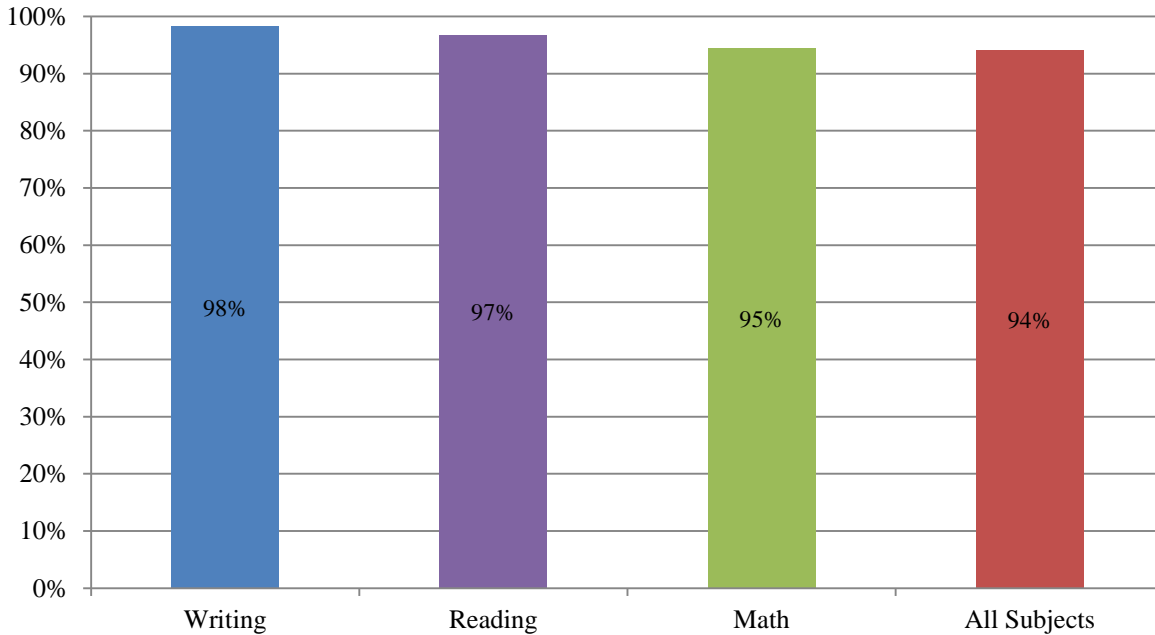


Figure 53: Percent of 2014-2015 Seniors who Met the Graduation Assessment Requirement

2014-15 senior students could have done one of the two following to fulfill the state graduation requirements:

- Met Graduation-Required Assessments for Graduation (GRAD) requirements in written composition, reading, and mathematics by achieving proficiency on high school Title I assessments (MCAs), by passing a GRAD retest and/or meeting GRAD alternate routes
- Participated in ACT, WorkKeys, Compass, ASVAB vocational skills test, Accuplacer or another district approved college/career assessment

The percent of students who have met one of these requirements is highest for writing (98%). Overall, 94% of seniors have met the graduation requirement one way or another in all three subjects.

**PLAN Composite**

The PLAN assessment is administered to all Anoka-Hennepin grade 10 students in the fall. The average PLAN composite score of grade 10 Anoka-Hennepin students remained constant from fall 2013 to fall 2014 at 18.0.

**PLAN College Readiness Benchmarks**

**Percent of Students Meeting the PLAN College Readiness Benchmark by Subject**

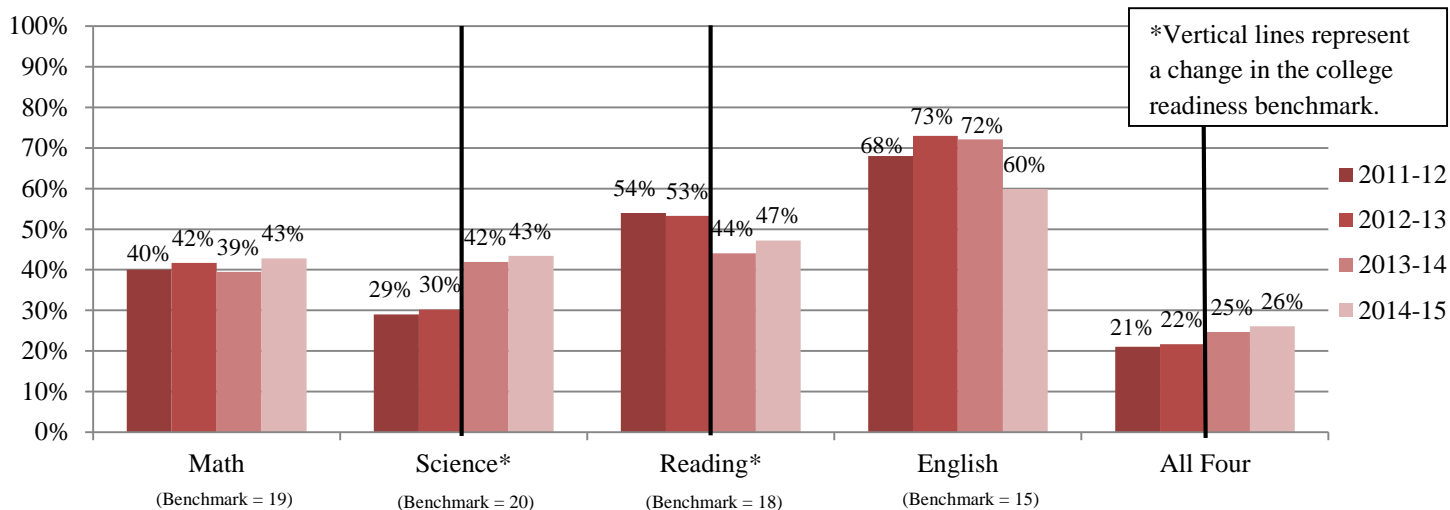


Figure 54: Historical Percent of Students Meeting PLAN College Readiness Benchmarks: Fall 2011-Fall 2014

In 2013-14, the science benchmark decreased one from 21 to 20, and the reading benchmark increased one from 17 to 18. The percent of Anoka-Hennepin students meeting all four college readiness benchmarks increased from 25% in 2013-14 to 26% in 2014-15.

**Percent of Students Meeting the PLAN College Readiness Benchmarks by Student Group: 2014**

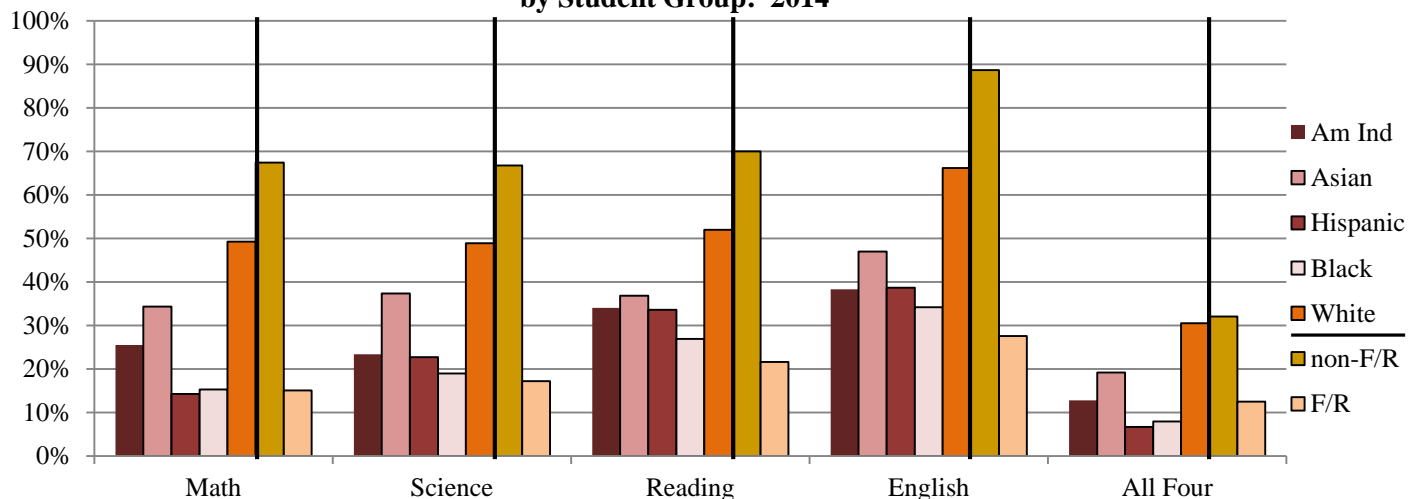


Figure 55: Percent of Students Meeting the PLAN College Readiness Benchmarks by Student Group

Of the students who took the PLAN, fewer than 10% of Hispanic students and Black students met all four of the PLAN college readiness benchmarks in the fall of 2014. Just over 10% of American Indian students and F/R students met all four benchmarks.

### ACT Participation

The ACT participation rate for the Anoka-Hennepin 2015 seniors was 69.3% compared to 67.6% in 2014. The ACT summary data that follows represents the 2015 seniors who took the ACT any time during high school.

### ACT Composite Score

The state ACT composite score decreased 0.2 points from 22.9 in 2014 to 22.7 in 2015. Anoka-Hennepin experienced a 0.3 decrease with the ACT composite score decreasing from 22.7 in 2014 to 22.4 in 2015.

### ACT College Readiness Benchmarks

**Percent of Students Meeting the ACT College Readiness Benchmark by Subject**

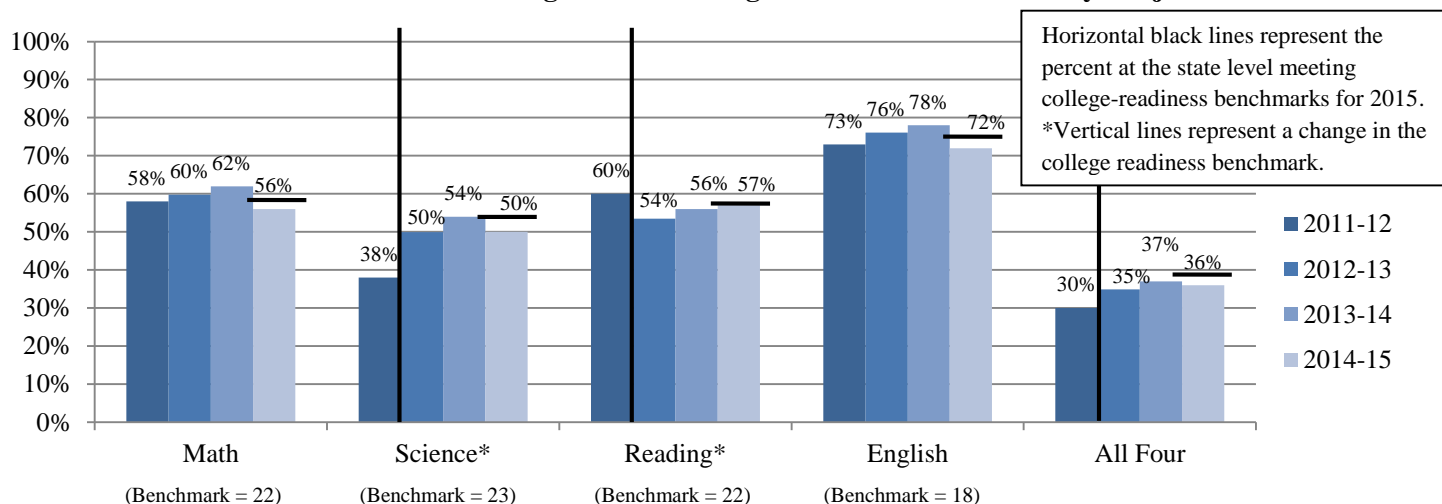


Figure 56: Historical Percent of Students Scoring at ACT College-readiness Benchmarks by Subject

College readiness benchmarks predict a 50% chance of achieving a B or 75% chance of a C in a corresponding college level course. The percent of Anoka-Hennepin students meeting all four college readiness benchmarks decreased from 37% in 2014 to 36% in 2015.

**Percent of Students Meeting the ACT College Readiness Benchmark by Student Group**

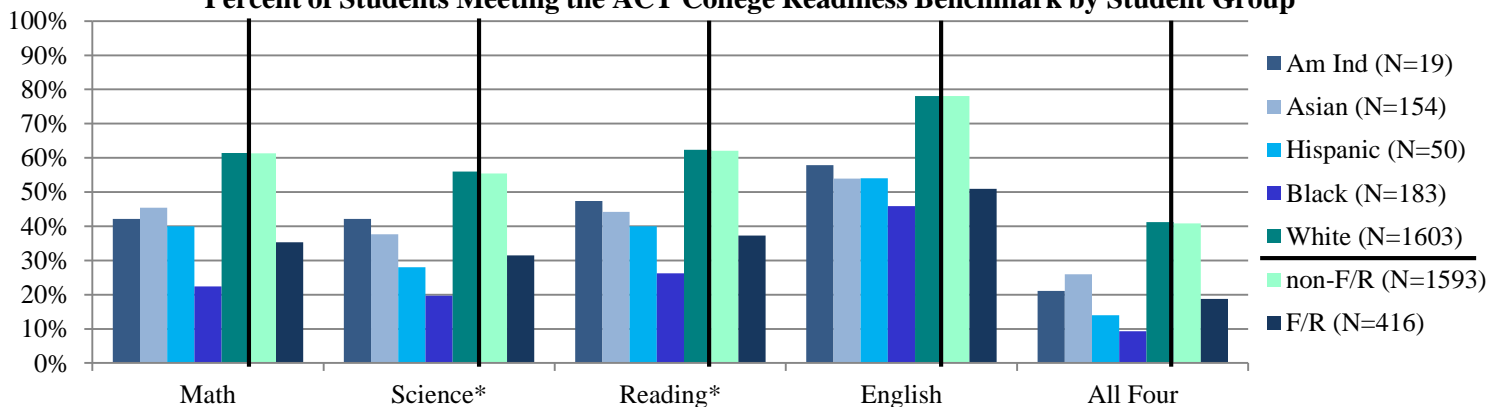


Figure 57: Percent of Students Meeting the ACT College Readiness Benchmarks by Student Group

Of the 2015 senior students who took the ACT, less than 20% of each of the following student groups met all four ACT college readiness benchmarks: Hispanic students, Black students and F/R students. In contrast, 41% of the White student and non-F/R student groups met all four of the ACT college readiness benchmarks.

Four-year Graduation Rate (9-12 cohort)

Historical Four-year Graduation Rates

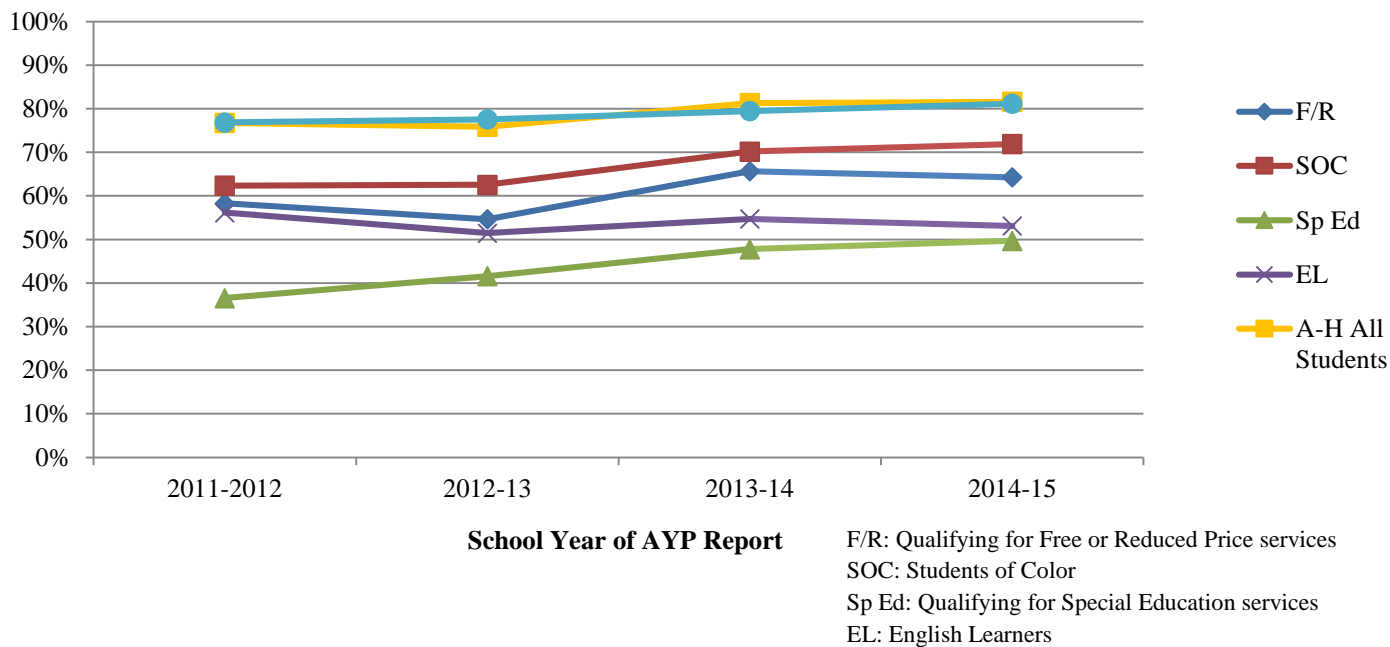


Figure 58: Historical Four-year Graduation Rates of Anoka-Hennepin Student Groups

The school year from the AYP report represents data from the previous year for graduation rates only. The overall graduation rate for the 2014-2015 AYP report (representing the four-year graduation rate of the class of 2014) was approximately 82% for Anoka-Hennepin students. This was slightly higher than the state graduation rate of approximately 81%. The graduation rate increased for students of color and SpEd students from the 2013-2014 to 2014-2015 reporting year, whereas the rate decreased for F/R students and EL students.

This report was generated by the Research, Evaluation, and Testing department of Anoka-Hennepin School District. For further information, please visit the RET website, [www.anoka.k12.mn.us/ret](http://www.anoka.k12.mn.us/ret), or call (763) 506-1000 and request the RET department.

## Appendix: World's Best Workforce Overview

For Minnesota to be competitive, we must have students who are career and college ready, poised to lead the state's workforce. The "Striving for the World's Best Workforce" bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance.

### Components of World's Best Workforce Strategic Plan per MN Legislation

A school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes:

(1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause

- Subgroups: 9 student groups (federally identified) and gender

(2) a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

- Math
  - Formative and summative classroom assessments
  - NWEA Measures of Academic Progress (MAP)
  - MN Comprehensive Assessment (MCA) in Mathematics
- Reading
  - Formative Assessment System for Teachers (FAST): earlyReading
  - Developmental Reading Assessment (DRA2)
  - Formative and summative classroom assessments
  - NWEA Measures of Academic Progress (MAP)
  - MN Comprehensive Assessment (MCA) in Reading
- Science
  - Formative and summative classroom assessments
  - MN Comprehensive Assessment (MCA) in Science

(3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

- Continuous Improvement Process for Curriculum, Instruction, and Assessment
- Anoka-Hennepin Program Evaluation Process
- Continuous Improvement Monitoring Process for Special Education (CIMP)
- School wide Title I Plans
- School Improvement Plans (SIP)
- Focus School Plans
- Administrator Classroom Walkthroughs
- Quality Compensation Program (QComp)
- Performance Appraisal System (PAS) for licensed staff and Administrators

(4) strategies for improving instruction, curriculum, and student achievement;

- Quality Compensation Program (QComp)
- Professional development targeted to student needs
- Instructional coaching
- Professional Learning Communities

(5) education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and

- Collaborative teamwork
- Use a backward design process in curriculum development to assure that curriculum, assessment, and instruction are aligned to state standards
- Interventions (e.g. Reading and Math Recovery, Reading Strategies)
- Management practices (e.g. Envoy, Restitution)

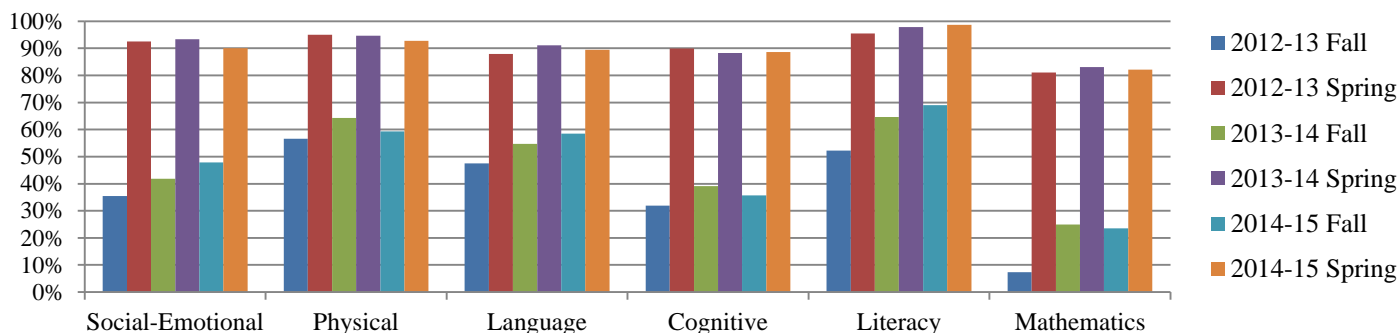
(6) an annual budget for continuing to implement the district plan.

Measurements of the Above Components

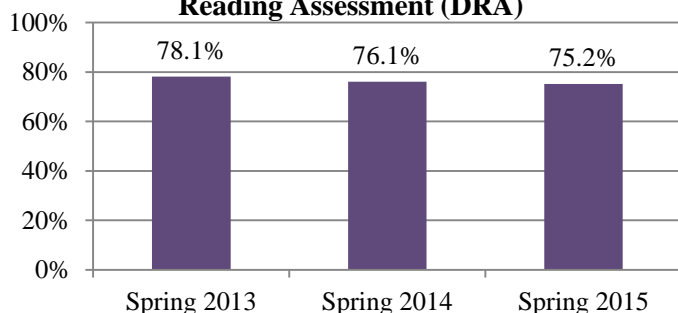
“World’s Best Workforce” means striving to:

1. Have all students meet school readiness goals
  - Provide school readiness programs for at-risk students
    - Teaching Strategies Gold assessments in fall and spring
  - Provide resources for parents on kindergarten readiness
    - Kindergarten readiness assessment

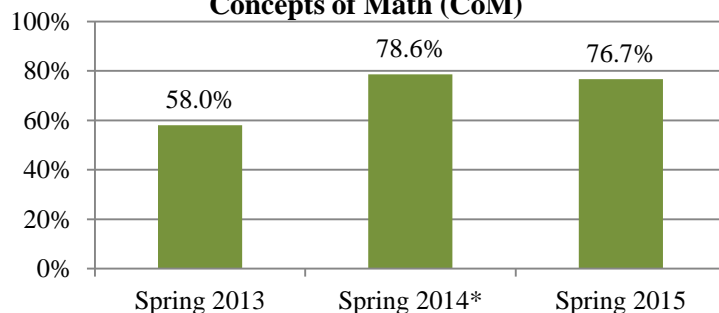
**Percent of School Readiness Students Meeting Benchmarks on Teaching Strategies Gold Assessments**



**Percent of Students Meeting Kindergarten Benchmark on Spring Developmental Reading Assessment (DRA)**



**Percent of Students Meeting or Exceeding Kindergarten Benchmarks on Spring Concepts of Math (CoM)**



\*There was a change to the test in 2014.

2. Have all third-grade students achieve grade-level literacy
  - Use our curriculum development process to assure that curriculum, assessment, and instruction are aligned to grade level literacy standards
    - Formative Assessment System for Teachers (FAST): Early Reading
    - Developmental Reading Assessment (DRA2)
    - MN Comprehensive Assessment (MCA) in Reading
  - Provide professional development for teachers of primary students on balanced literacy instruction including reading, writing, speaking, viewing, and listening; intervention strategies for struggling learners; and increasing engagement of our gifted and talented learners
    - Formative Assessment System for Teachers (FAST): Early Reading
    - Developmental Reading Assessment (DRA2)
    - NWEA Measures of Academic Progress (MAP) (Grades 2 & 3)
    - MN Comprehensive Assessment (MCA) in Reading
  - Support the work of classroom teachers through Professional Learning Communities, instructional coaching, and support by the literacy resource teacher
    - Formative Assessment System for Teachers (FAST): Early Reading
    - Developmental Reading Assessment (DRA2)
    - NWEA Measures of Academic Progress (MAP) (Grades 2 & 3)
    - MN Comprehensive Assessment (MCA) in Reading
  - Provide intervention support for struggling students: Reading Recovery, Leveled Literacy Interventions, and supplementary small group instruction
    - Clay’s Observation Survey of Early Literacy Achievement (Reading Recovery only)
    - Developmental Reading Assessment (DRA2)
    - NWEA Measures of Academic Progress (MAP) (Grades 2 & 3)
    - Minnesota Comprehensive Assessment (MCA) in Reading

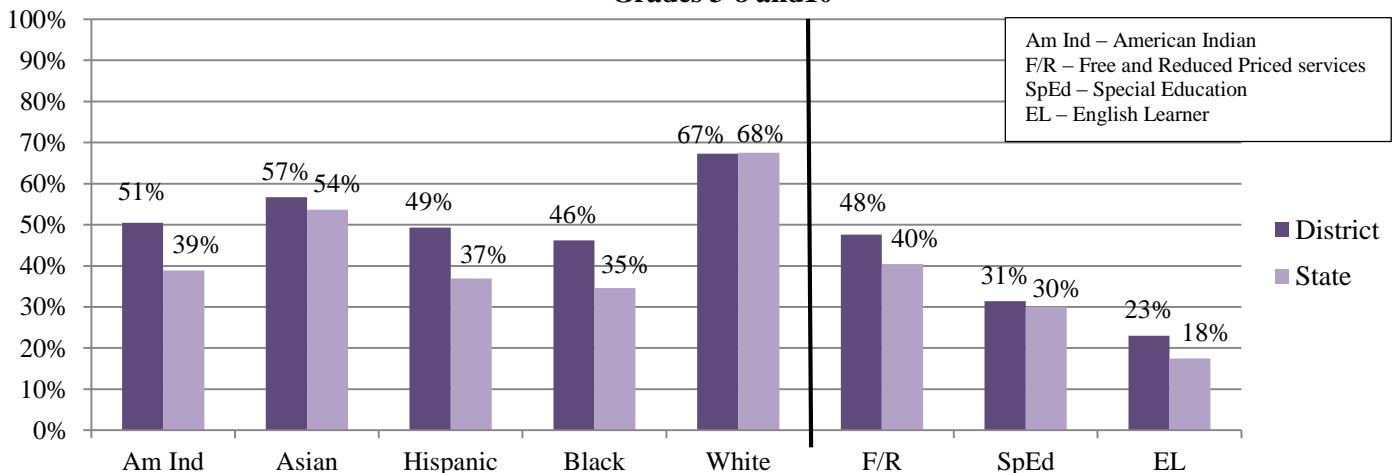
**Grade 3 All Accountability Reading Proficiency Rates**



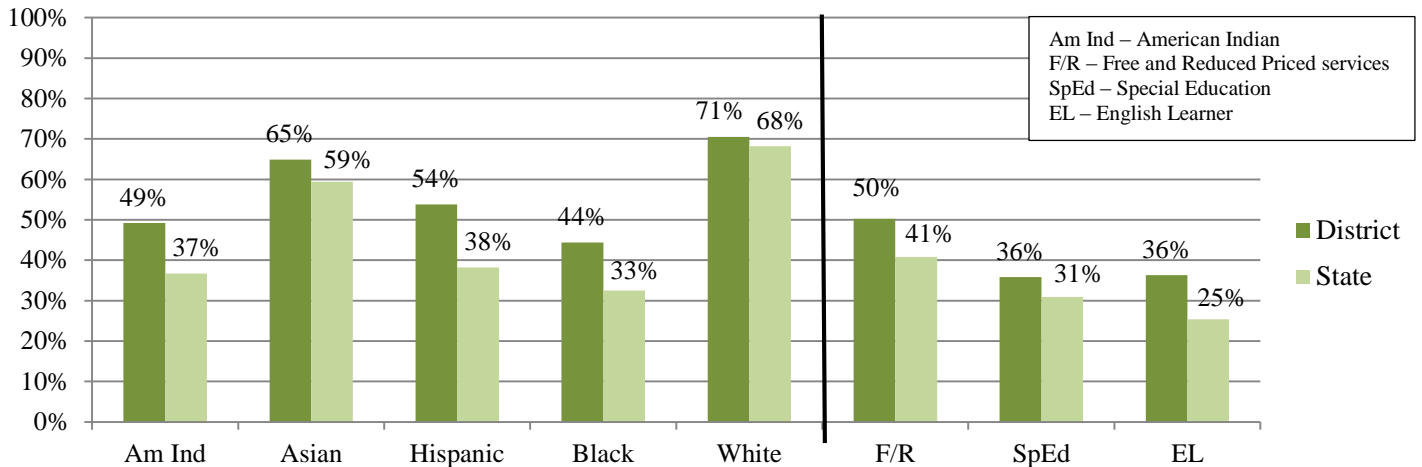


3. Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not.
  - Achievement Integration Minnesota (AIM) - Three year plan for Math, Reading, Science
    - MN Comprehensive Assessment (MCA) in Mathematics
    - MN Comprehensive Assessment (MCA) in Reading
    - MN Comprehensive Assessment (MCA) in Science
  - Professional development in Envoy, restitution, culturally responsive teaching, creating bully and harassment free environments, and classroom protocols for difficult conversations
    - Passing rates in coursework
    - Attendance data
    - Behavior referrals
    - Course completion rates
    - Placement trends
    - Student engagement survey
    - Anti-bullying survey
    - MN Student Survey
    - NWEA Measures of Academic Progress (MAP)
    - MN Comprehensive Assessment (MCA) in Mathematics
    - MN Comprehensive Assessment (MCA) in Reading
    - MN Comprehensive Assessment (MCA) in Science
  - Math professional development focused on instructional practice (Kanold & Associate strategies)
    - NWEA Measures of Academic Progress (MAP)
    - MN Comprehensive Assessment (MCA) in Mathematics
  - Instructional coaches at elementary
    - NWEA Measures of Academic Progress (MAP)
    - MN Comprehensive Assessment (MCA) in Mathematics
    - MN Comprehensive Assessment (MCA) in Reading
    - MN Comprehensive Assessment (MCA) in Science
  - Coaching from local experts for mathematics at secondary
    - NWEA Measures of Academic Progress (MAP)
    - MN Comprehensive Assessment (MCA) in Mathematics

**2015 Overall MCA All Accountability Reading Proficiency by Student Groups:  
Grades 3-8 and 10**



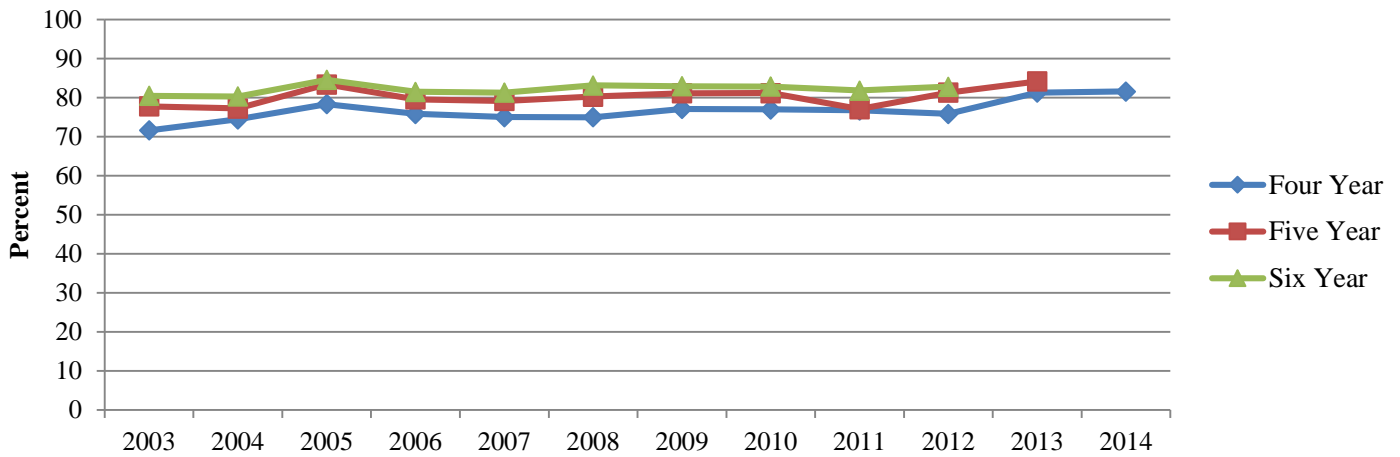
**2015 Overall MCA All Accountability Math Proficiency by Student Groups:  
Grades 3-8 and 11**



4. Have all students graduate from high school

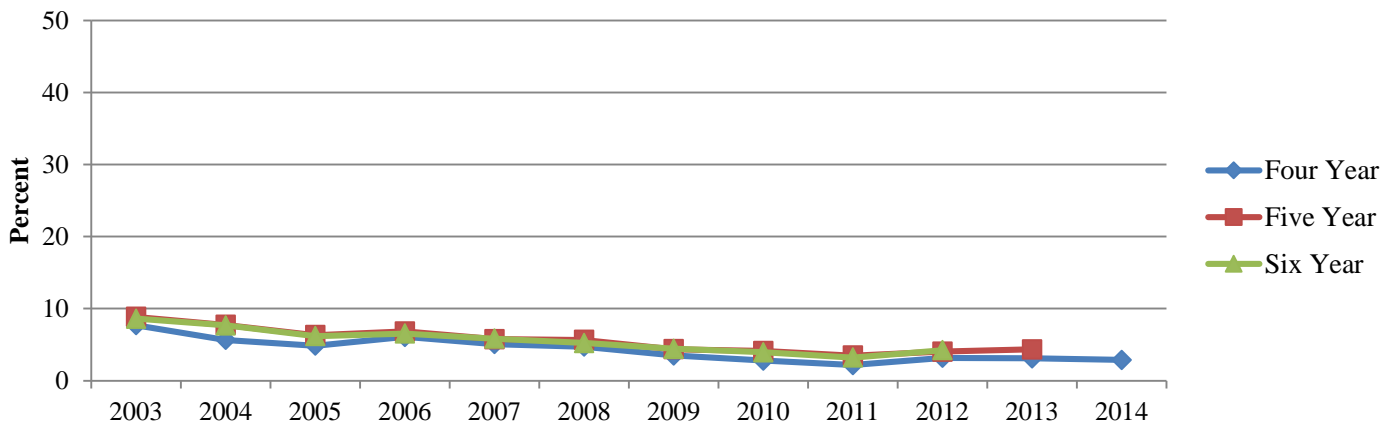
- Use our curriculum development process to assure that curriculum, assessment, and instruction are aligned to meet the MN Academic Standards
  - MN Comprehensive Assessment (MCA) in Mathematics
  - MN Comprehensive Assessment (MCA) in Reading
  - MN Comprehensive Assessment (MCA) in Science
- Monitor attendance, behavior, & coursework data from middle school (incorporating Minnesota Early Indicator and Response system [MEIRS] data)
  - Passing rates in middle school courses
  - Attendance data in middle schools
  - Behavior referrals
  - Course completion rates
  - Placement trends
- Monitor attendance, behavior & coursework data from high school (incorporating MEIRS data)
  - Passing rates in high school courses
    - monitor 25% failures by section (e.g., data dashboard)
  - Attendance data in high schools
  - Behavior referrals
    - Incidents
    - Days of Suspension
    - Expulsions
  - Course completion rates
  - High school graduation rates
  - Anoka-Hennepin Technical High School (A-H Technical HS) graduation rates
  - Adult Basic Education (ABE) graduation and General Educational Development (GED) results
  - Credit Recovery (Math & Science)
  - STEP Ahead Online High School (students can attend statewide)
    - Graduation rates
    - Course completion rates
    - Enrollment

**Anoka-Hennepin Graduation Rate Trends**

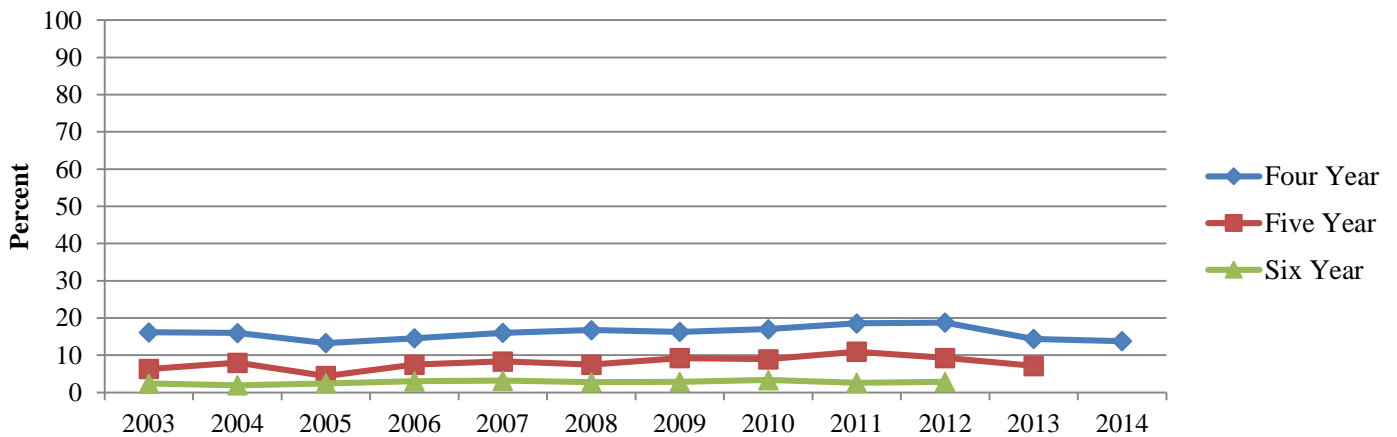


Note scale limit

**Anoka-Hennepin Dropout Rate Trends**

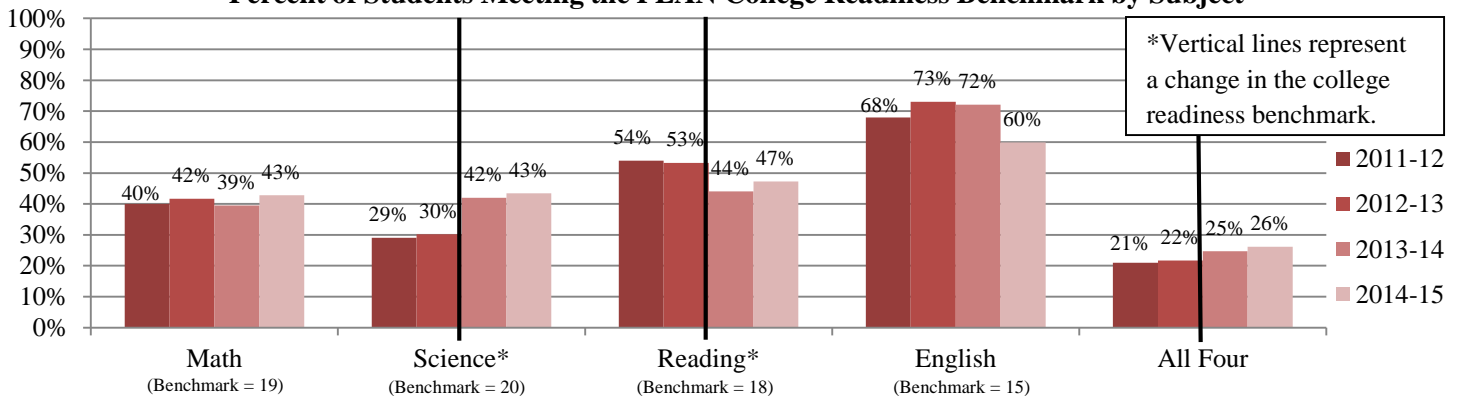


**Anoka-Hennepin Continuing Rate Trends**



5. Have all students attain college and career preparedness
  - Use our curriculum development process to assure that curriculum, assessment, and instruction are aligned to college and career readiness standards
    - Administer American College Test (ACT) in grade 11 to all students - monitor participation and percent meeting college readiness benchmarks
  - Provide concurrent enrollment courses in a variety of disciplines
    - Monitor grades from concurrent enrollment coursework
    - Percent of student earning (eligible for) college credit through successful completion of course or passing the assessment
    - Bridge to College
      - Anoka High School in 2014 - 2015
      - All High Schools in 2015 – 2016
  - Gateway to Technology - Project Lead the Way (GTT-PLTW) at Middle School
    - Grade 6 & 7 Advanced Science
    - Grade 7 Technology Education (Elective)
  - Advancement Via Individual Determination (AVID) - 3 middle schools/5 high schools
  - Senior Exit Survey
  - Naviance
  - College Possible at Champlin Park High School and Coon Rapids High School
  - Student Supports
    - Social Workers
    - Mental Health Therapists
    - Anti-Bullying & Anti-Harassment efforts
  - Offer more advanced courses through Telepresence

**Percent of Students Meeting the PLAN College Readiness Benchmark by Subject**



**Percent of Students Meeting the ACT College Readiness Benchmark by Subject**

